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**Strengthening Achievement in Basic Education  
SABE Project**

**FINAL REPORT**

*Submitted to*

**U.S. Agency for International Development  
Mission to El Salvador**

*Submitted by*

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# Table of Contents

List of Acronyms and Spanish Terms	ii
I Executive Summary	iii
II Background	1
A Introduction	1
B Historical Context	1
C SABE Project Description	1
D The SABE Project 1991 to the Present	2
III Results by Activity	5
A Introduction	5
a Component I – Curriculum Development	5
b Component II – Education Administration	7
c Component IV – Education in the Ex-Conflictive Zones	8
B Tables	10
COMPONENT I	10
COMPONENT II	24
COMPONENT IV	31
IV Conclusions and Lessons Learned	36
A Conclusions	36
B Lessons Learned and Suggestions for the Future	37
a Overall Project	37
b Component I	38
c Component II	41
V Attachments	
A SABE Project International Consultants	
B SABE Project Equipment Expenditures	
C SABE Project Pasantias	

## List of Acronyms and Spanish Terms

AED	Academy for Educational Development
Bono de Calidad	Funds distributed to CDEs
Canasta Basica	Supplies distributed nationally to schools by MOE
CAPS	Central American Peace Scholarship program
CDE	Consejo Directivo Escolar (School Council)
Centrales Pedagogicas	Pedagogical Centers
CEES	Concertacion Educativa de El Salvador
CIDEP	Asociacion Intersectorial para el Desarrollo Economico y el Progreso Social (Intersectoral Association for Economic Development and Social Progress)
COMCED	Curriculum Action Council
CRC	Creative Responses to Conflict training provided by FUNPRES
DA	Development Associates
DICAP	Direccion de Capacitacion (Training Directorate)
DNE	Direccion Nacional de Evaluacion (National Directorate of Evaluation)
EMDE	Escuela Model de Desarrollo Educativo (Model School)
Escuelas Populares	Community-operated schools not sanctioned by the MOE
FED	Fondos Educativos Distritales (District Education Funds)
FEE	Fondos Educativos Escolares (School Education Funds)
FUNDASALVA	Fundacion Antidrogas de El Salvador (Anti-Drug Foundation of El Salvador)
FUNPRES	Fundacion Pro-Educacion Especial (Pro-Special Education Foundation)
GOES	Government of El Salvador
INCRE	International Center for Research on Education
IRI	Interactive Radio Instruction
ISPM	Institution Savadoreño de Proteccion al Menor (Salvadoran Institute of Youth Protection)
Maestros Populares	Uncredentialed community school teachers
MOE	Ministry of Education
OPCI	Oficina de Proyectos de Coordinacion Internacional (Office of International Project Coordination)
NIPs	Needs, Interests, and Problems
NGO	Non-Governmental Organization
Pasantia	Educational study tour
Renovacion Pedagogica	Annual summer in-service teacher training session
SABE Project	El Salvador Strengthening Achievement in Basic Education Project
USAID	United States Agency for International Development

## **I. Executive Summary**

The Strengthening Achievement in Basic Education (SABE) Project was designed nearly ten years ago to complement a previous U S Agency for International Development (USAID) program known as the Education Systems Revitalization Project. The latter was a five-year program to help increase access to primary education through the construction and maintenance of predominantly rural schools, many of which had been damaged because of El Salvador's protracted civil conflict that spanned nearly 12 years, from 1980 to 1992.

Whereas the revitalization project focused on school construction and the provision of educational equipment, the subsequent SABE Project's objective was to strengthen the foundations of basic education.

With this transcending goal, the SABE project received \$30 million from USAID and the equivalent of \$26 million in local currency counterpart funds from the Government of El Salvador (GOES).

The Academy for Educational Development (AED), and its sub-contractor, Development Associates (DA), were contracted to help address serious problems confronting the vast majority of Salvadoran boys and girls who were not receiving quality basic education programs related to such crucial subjects as literacy, mathematics, health and nutrition, environmental awareness, science, and social studies.

During the Project's seven years, USAID and GOES counterpart funds were utilized to provide both goods and services to help strengthen the quality of curriculum and instructional programs, and expand and improve El Salvador's basic education systems and administrative instruments.

Services provided were almost exclusively in the form of short- and long-term technical assistance. With input from experts from numerous countries, the SABE Project worked consistently and sensitively with the Ministry of Education's (MOE's) personnel to strengthen the capabilities of local professionals to help ensure long-term sustainability.

Principal technical assistance activities focused on the production and distribution of new programs of study and textbooks for all children in more than 5,000 public elementary schools throughout El Salvador.

In addition, technical assistance highlighted the creation of standardized national assessment instruments and attendant achievement norms, the design and production of low-cost teaching materials, extensive training of in-service teachers, and the establishing of a network of 257 model schools in every one of the Ministry's 210 school districts.

Technical assistance was not limited exclusively to the quality of education. Support by long- and short-term experts was also provided to the educational system as related to the MOE's longstanding commitment to extend coverage to all children, and to re-engineer the central MOE's functions so that its time was set establishing norms and policies, while allowing local schools and newly established departmental offices to handle chores related to the day-to-day implementation of educational and administrative programs.

In addition to the SABE Project's extensive involvement as a service provider, over a third of the total project budget, about \$13 million, was utilized to purchase needed equipment and other goods required to strengthen the MOE's professional capability.

Hundreds of thousands of text books, programs of study, library books, workbooks, school supplies, and brochures were bought as part of programs to strengthen curriculum, educational materials development, in-service teacher training, and testing efforts.

In addition, the MOE's administrative capacity was strengthened through the purchase of computers, radios, vehicles, educational television production equipment, duplicators, educational games, and warehouse shelves and related supplies and equipment.

By the end of the project contract, virtually all funds had been spent on goals and activities that were included in the original project design. Importantly, the SABE Project not only fulfilled its contractual obligations, it is also credited by the Ministry of Education with being the "seed" of literally hundreds of millions of dollars' worth of additional educational program expenditures that will now strengthen advances made in basic education, while continuing to carry forward reform efforts at the level of the third cycle (junior high school) and high school.

## **II. Background**

### ***A Introduction***

This document constitutes the Academy for Educational Development's Final Report of the activities and accomplishments of the Strengthening Achievement in Basic Education (SABE) Project. The report is organized into four sections as follows:

- Section I – Provides the Executive Summary
- Section II – Describes the context in which the SABE Project was developed and provides a general history of Project development
- Section III – Details the SABE Project's key activities and accomplishments organized by the Project's three principal technical components, which are Component I Curriculum Development, Component II Educational Administration, and Component IV Education in the Ex-Conflictive Zones
- Section IV – Presents overall conclusions and lessons learned

### ***B Historical Context***

Between 1980 and 1992 the nation of El Salvador found itself embroiled in a devastating 12-year civil conflict pitting leftist rebels against the traditionally conservative national government. During this period, many of the gains made by El Salvador in the educational sector during the 1970s were reversed as needed funds were diverted to the war effort. However, recognizing that education was a key ingredient in both economic growth and social equity, the Ministry of Education began to address the problems of the educational system through the implementation of a number of sectoral changes. In support of those changing policies, USAID developed the Education Systems Revitalization Project which was a five-year program designed to increase rural access to basic education through school construction and maintenance activities.

USAID participation in this program helped to set the stage for involvement in curriculum revision, student assessment, teacher education, and the production of educational materials. In large part, USAID's efforts to strengthen educational quality and administration during the last years of the conflict greatly contributed to the genesis of the SABE Project.

### ***C SABE Project Description***

The SABE Project began in 1991 as a follow-on project to USAID/El Salvador's Educational Systems Revitalization Project which had ended in 1990. A seven-year collaborative effort between USAID, the Ministry of Education, and two institutional contractors, AED and Development Associates, the SABE Project has sought to improve the relevance, effectiveness, and efficiency of basic education in El Salvador by addressing the deficiencies of children in

grades K-6 who have not been sufficiently educated in skills such as literacy and numeracy and who have not had access to useful knowledge regarding civics, health and nutrition, environmental matters, science, and social studies. The overall purpose of the Project has been to overcome these deficiencies through the improved quality and coverage of basic education in El Salvador.

SABE Project activities are divided into four components:

- Component I seeks to improve the quality of educational services and includes such activities as curriculum revision and validation, learning assessment and standardized test development, educational materials development, and in-service teacher training.
- Component II focuses on the improved administration of basic education services by the Ministry of Education. Specific programs include the strengthening of supervision, decentralization of the educational system, and the promotion of community involvement in educational matters.
- Component III provides for project administration and management, including commodities procurement.
- Component IV activities work to benefit schools in the approximately forty percent of the country that comprises the ex-conflictive zones. Activities have included procurement of supplemental texts and educational materials, programs designed to address the trauma of those exposed to warfare, and upgrading of teacher skills.

By strengthening and expanding the MOE's capacity to deliver quality educational services to all Salvadoran children, the SABE Project has enabled future generations to participate in, and contribute to, their country's economic, political, and social development.

#### ***D The SABE Project 1991 to the Present***

The first two years of the SABE Project (1991-1992) were devoted to establishing the conceptual and planning framework for Components I, II, and IV. During this time period, fundamental decisions about curricular orientations were made. A decision was made to create a new curriculum that was child-centered and focused on activist teaching methodologies. This was a change for El Salvador where teachers had previously relied on more traditional educational paradigms that focused on teacher-centered instruction. The plan of action created during this period regarding curriculum orientation formed the basis for the future development of all Component I activities including educational materials development, teacher training, and evaluation. During this time, the Project also began to assist the Ministry in formulating a plan that would modernize the Ministry's ability to effectively deliver educational services to students. In the early stages of the Project, SABE staff worked with the Ministry's newly created National Directorate of Supervision to revise the role of supervisors, a critical link between teachers and

Ministry administrators, by assisting with the preparation of a global supervision plan. In addition, initial thoughts on decentralization were formulated. Finally, SABE Project staff conducted a needs assessment of 1,146 schools in the formerly conflictive zones primarily located in El Salvador's Eastern Region.

While the SABE Project's first years were spent seeking consensus and launching new activities, the ensuing four years (1993-1996) were spent solidifying SABE achievements and introducing innovations and enhancements to the Project's scope of work. During this time period, an enormous number of activities were conducted under the SABE aegis. By the end of 1996, most of the SABE Project's original mandate was either completed or well underway. In Component I, textbooks for grades K-6 had been developed, printed and disseminated, curriculum guides for grades K-6 had been revised and validated and teachers had been trained in their use, the Escuelas Modelo de Desarrollo Educativo (EMDE) program had been implemented, a national student achievement testing system was developed, the Interactive Radio Instruction (IRI) program for grades one and two had been created, and school libraries were functional in 1,200 schools. In Component II, a decentralization/deconcentration plan was developed and implemented in all 14 departments, teacher training was decentralized to the regional level with regional trainers responsible for designing training programs for their own departments, and the Fondos Educativos Distritales (FED) and Fondos Educativos Escolares (FEE) pilot programs were implemented to promote school and community involvement in financial decision-making.

By the end of 1996, despite the Ministry's initial concerns about initiating Component IV activities, the SABE Project had provided school supplies and supplementary textbooks to students in the ex-conflictive zones, initiated a program of "nivelacion" for 300 teachers from the ex-conflictive zones lacking formal education, and signed subcontracts with two local NGOs to administer programs combating anti-social behavior among children traumatized by the El Salvador's lengthy civil war. Under SABE leadership, the programs instituted in the ex-conflictive regions have become an unqualified success. In addition, because people from all backgrounds recognize the importance of educating children, these programs have served as a salutary approach to healing the deep wounds caused by the conflict.

Additionally, the project had worked to procure over \$10 million worth of commodities including textbooks, school supplies, vehicles, computers, and IRI equipment. These goods supported the extensive technical activities of Components I, II, and IV.

The SABE Project's final years have focused on the sustainability of Project interventions and the support of new programs that improve the quality of basic education. Specifically, component IV achievements have been solidified and expanded, a new IRI math program for third grade has been created and a new and exciting bookmobile initiative designed to introduce the joy of reading to Salvadoran children has been initiated. In addition, the SABE Project has developed a new relationship with the Instituto Salvadoreño de Protección al Menor (ISPM) to assist marginalized youth and children through enjoyable activities such as youth congresses, soccer tournaments, and camp outs.



Every Project phase has been marked by accomplishments, challenges, and changes. However, the SABE Project has greatly benefitted from the continuity provided by a single Minister of Education. Her consistent vision has allowed the SABE Project to contribute to substantive Ministry advances in both curriculum development and education administration and the close collaboration between SABE and the MOE has ensured that this investment will be sustained after the Project's end. Though AED and DA's involvement with the SABE Project is coming to a close, the AED/DA team is secure in the knowledge that the activities initiated with contractor assistance will continue because their transfer to the MOE has been complete.

### **III. Results by Activity**

#### ***A Introduction***

This chapter describes the results achieved in each of the major SABE Project activities and offers a discussion of successful and less successful aspects of each Project component. For the purpose of this presentation, “activities” are defined as Project operations carried out for the purpose of improving educational service delivery. “Products” are inputs or mechanisms for educational service delivery. “Results” are the outcomes of delivering services. Activities, products, and results are grouped by Project’s expected outputs found in Section C of the SABE Project contract.

While each Project activity has a purpose and anticipated results, it is the aggregated impact of related activities that best reflects the value and purpose of the SABE Project. This introduction to the activity charts presents the broad developmental impact of the three major thrusts of the Project: curriculum development, education administration, and assistance to the ex-conflictive zones.

#### ***a Component I – Curriculum Development***

The primary activities in Component I included the development of a new student-centered curriculum and materials for the primary subjects in kindergarten and grades one through six, in-service teacher training in support of these reforms, and the development of a national achievement testing system to measure the impact of reforms on student performance. Support activities in this area included developing a model school network, Interactive Radio Instruction program for mathematics in grades one through three, introduction of the use of low-cost educational materials in the classroom, creation of 1,200 school libraries, evaluation manuals for measuring day-to-day classroom performance, and acquisition of needed classroom supplies through Canasta Basica distributions.

Simply listing Project outputs, activities, and accomplishments does not fully express the development impact resulting from those activities. A fundamental tenet of the SABE Project from the beginning has been that the process by which the activities were accomplished is as important as the accomplishments themselves. This developmental process relied on working through the Ministry operational structures, rather than through an isolated Project management unit, to develop a broad-based vision for educational reform. SABE Project technical advisors have always had their offices located in the Ministry unit where they were working, thus eliminating any artificial divide between advisor and counterpart and promoting the sustainability of educational reforms.

In addition, the SABE Project has adopted an integrated approach to curriculum reform that encompassed curriculum revision, educational materials development, teacher training, and evaluation. This approach required teachers to be trained and educational materials created only after the completion of the revised curriculum. The national achievement tests were also based on

the program of studies and results from the tests have been used as feedback to improve teacher training and other Ministry services. One concrete example of this cyclical process can be demonstrated in the development of the third grade IRI program. Before the radio lessons were designed, mathematics achievement tests for that grade were analyzed to see what objectives were most problematic to students. These objectives were then emphasized in the development of the third grade IRI program with the expectation that supplemental assistance in this area will improve performance. This integrated approach has created a synergy that has strengthened the lasting impact of all Component I activities.

Primary results of the SABE Project Component I interventions include the following:

- An integrated set of curriculum and teaching materials based on constructivist child-centered pedagogy for all major subjects in kindergarten and grades one through six, for use in all primary schools throughout the country. Throughout the curriculum development process, strong attempts were made to integrate a range of topics including the “horizontal” curriculum elements—environmental education, population education, cultural elements, and anti-drug and gender equity messages.
- All primary school teachers in the country trained in the application of the new curriculum and materials and in new teaching methodologies. The full application of these methodologies in all classrooms has not been realized. This is a longer-term goal of developing complex sets of skill in thousands of teachers. However, this training established the key foundation of understanding of and commitment to the ideas and principles of educational reform.
- A sustainable, cost-effective system for continuous teacher training and development was implemented through the EMDE model school program that created at least one model school in each of El Salvador’s 210 school districts.
- The development of a functioning national achievement testing system for math, language, science, and social studies in grades three through six. More importantly, the development of the Ministry’s institutional capacity to design and administer national achievement tests and to process and analyze testing data.

#### Educational System Indicators of Impact

The following data is based on information obtained through USAID’s Global Education Database (GED) and is presented to demonstrate the effect SABE’s educational reform efforts have had on El Salvador’s basic education impact indicators.

Measures of Educational System Performance		
Promotion	1991	1995
Primary Repeaters	80,306	64,936
Primary Repeaters as % of Total Enrollment	8.03%	6.10%
Schools	1991	1995
Total Number of Primary Schools	3,516	4,068
Enrollment	1991	1995
Primary School Age Population	1,262,000	1,207,000
Total Primary Enrollment	1,000,671	1,064,279
Primary Gross Enrollment	79%	88%
Primary Net Enrollment	74% (1992)	79%

Source: USAID Global Education Database

### Achievement

Since 1994, the SABE Project has assisted the Ministry to develop and administer national achievement tests for grades three to six in the subjects of math, language, science, and social studies. Third grade math and language are the only tests that have been consistently applied throughout the four-year process and, therefore, results of these tests are included below to demonstrate the gradual improvement observed in student performance since 1994. The results from the 1997 sample show particular promise for continued student improvement in these subjects.

Subject	1994	1995	1996	1997
3 <sup>rd</sup> grade language	1.9	2.0	1.9	2.8*
3 <sup>rd</sup> grade mathematics	3.8	3.8	4.0	5.0*

\*Note: smaller sample used in 1997

#### *b Component II – Education Administration*

Component II was designed to improve Ministry's ability to effectively deliver basic educational services and to promote the involvement of parents and communities in the education decision-making process. Primary activities in this area included working with the Ministry to design and

implement a functioning decentralization system, revise the national supervision plan, and encourage greater parent and community involvement in school administrative issues

Primary results of the SABE Project Component II interventions include the following

- A wide-ranging educational decentralization program to the departmental (state) level is well underway. The SABE Project provided critical early assistance in developing the decentralization strategy. In addition, the Project financed the renovation of 11 newly-created departmental offices. After only three years of implementation, departmental offices are now responsible for managing their own budget, managing human resource needs, providing supplies to schools, and paying salaries. They also serve as the operational base for departmental and district supervisors.
- In order to fulfil their new role as mentors and agents of change at the classroom level, supervisors are now included in teacher training sessions. In some cases, supervisors even serve as teacher-training facilitators. This SABE Project innovation has reinforced the notion that supervisors serve not only as administrators but also as technical advisors to teachers.
- Parent and community presence in schools is greater than ever before. From its inception, the SABE Project has sought the counsel of local teachers, parents, and community members to assist with curriculum development (through the Curriculum Action Committees) and school administration (through the FED and FEE programs). The FED/FEE programs, which the SABE Project helped to develop and administer, served as precursors to today's Consejos Directivos Escolares (CDEs) program. CDEs are comprised of the school director, two teachers, two parents, and two students and are charged with the important tasks of administering the school budget and hiring school personnel.

#### *c Component IV – Education in the Ex-Conflictive Regions*

In 1992, USAID added \$6.5 million to the existing SABE Project contract for the specific purpose of assisting students from the ex-conflictive regions of El Salvador. The ex-conflictive regions comprise the approximately 40 percent of El Salvador where the civil war was actually fought, primarily in the Eastern Region of the country. The initial plan was to provide schools and students from this neglected region with additional materials to bring them up to the level of schools found in other parts of the country. However, this plan was met with resistance from the Ministry of Education because the Ministry did not want to be perceived as favoring one region of the country over any other. In 1994, Component IV funds were frozen by USAID until an agreement could be reached with regard to how the funds should be spent.

Out of these negotiations emerged several creative uses for the funds that subsequently became very successful and innovative Project activities. Such activities include the effort to improve the

education of “maestros populares” who, lacking formal education, stepped into the role of teacher during the conflict. In addition, two local NGOs, FUNPRES and FUNDASALVA, were contracted to combat anti-social behavior among children of the ex-conflictive zones by holding workshops for parents, teachers, and students in conflict resolution skills and alternatives to violence.

Primary results of the SABE Project Component IV interventions include the following:

- The SABE Project’s involvement with maestros populares has not only led to better-trained teachers, but has also served to heighten the awareness of escuelas populares (non-official schools) among Ministry officials. SABE Project advisors have worked to ensure that escuelas populares are outfitted with curriculum guides, textbooks, and other learning materials and that teachers from escuelas populares are included in Ministry teacher training events.
- Thanks to training from FUNDASALVA and FUNPRES, community members from the ex-conflictive regions are better able to address conflict and recognize and treat the symptoms of anti-social behavior. The innovative training programs offered by both NGOs proved to be extremely popular among teachers, parents, and students of the ex-conflictive zones. FUNPRES’s “Creative Responses to Conflict” training has proven to be so popular that in 1997 and 1998 it was replicated with more than 200 schools throughout the country experiencing difficulty in unifying their CDE.

## COMPONENT I

<p style="text-align: center;"><b>ANTICIPATED OUTPUT</b>  <i>Revised and validated national curriculum with clear objectives  for all subject matters at each grade level for grades K-6</i></p>			
ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Develop child-centered curriculum model with broad guidelines for the adaptation of educational materials for grades K-6	<p>Initially, a methodology guide for Kindergarten and primary school teachers was developed by the SABE Project. This was followed up with the drafting of a national curriculum model.</p> <p>In 1997 the methodology promoted by the SABE Project was formalized in the document, National Curriculum Fundamentals, which updated the basic approach to curriculum development at all levels. This document reinforced the Ministry's emphasis on child-centered, activist teaching methodologies.</p>	<p>Coherent curriculum for grades K-6. Child-focused, activist learning approach consistently applied throughout the development of curriculum for all grades.</p> <p>All basic education teachers throughout the country have received the updated national curriculum model consolidating the theory and methodology of curriculum generated by the MOE over the previous five years.</p> <p>Training in the use of the national curriculum model was provided to teachers during 1997's "Renovación Pedagógica".</p>	<p>In all curricula developed, strong attempts were made to integrate a range of topics into the guides including the 'horizontal' curriculum elements—environmental education, population education, cultural elements, and anti-drug and gender equity messages.</p> <p>The national curriculum model lays out curricular objectives and orientations and also promoted the use of child-centered teaching methodologies in accordance with curriculum developed by the SABE Project.</p>

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Obtain community input regarding the development of curriculum so as to ensure relevancy and appropriateness</p>	<p>NIPs (needs, interests, problems) studies conducted for grades K-6 with samples of teachers, students and parents</p> <p>Curriculum Action Committees (COMCEDs) established in each of the three regions and 14 departments to assist in the development and validation of new curriculum COMCEDs committees consist of MOE officials, government officials, community leaders, principals, teachers, and parents</p> <p>In 1994, a consultant was hired to further conceptualize and more-fully implement the COMCEDS program</p>	<p>Curricula revised in accordance with NIPs studies has improved the relevance of of Salvadoran children</p> <p>By late 1992, three Regional Committees were organized and were providing feedback on curriculum revisions</p>	<p>The COMCEDS concept was successful at the regional level but never penetrated the district level The Ministry has been successful in developing the school-based EMDE and CDE programs which now are a more logical source for receiving local input regarding curricular change</p>
<p>Curriculum guides for grades K (years 4-6) to 6 written, validated, and disseminated</p>	<p>Curriculum guides for K-6 written, validated, and disseminated to teachers in teacher-training sessions Subjects covered include language, mathematics, health and the environment, social studies, art education, and physical education</p> <p>SABE U S dollar funds were used to print            *3,500 K teachers' guides,            *12,000 1<sup>st</sup> grade teachers' guides,            *5,500 2<sup>nd</sup> grade teachers' guides,            *4,500 3<sup>rd</sup> grade teachers' guides</p>	<p>The revised curriculum guides provided teachers with a new more, child-centered approach to teaching the subjects that comprise the basic education curricula</p> <p>INCRE's 1996 questionnaire of teachers and school directors from 500 schools found that 99% of all teachers surveyed use the program of studies in their classroom</p>	<p>The curriculum guides reflect a student-centered learning environment Strong attempts were made to integrate a range of topics into the guides including the "horizontal" curriculum elements—environmental education, population education, cultural elements, health and anti-drug/alcohol/AIDS messages</p> <p>The curriculum guides were entered and formatted using WordPerfect which greatly facilitates future revision</p>



### ANTICIPATED OUTPUT

*Increased availability of appropriate educational materials for grades K-6, including radio, based on the revised curriculum and the new pupil-centered instructional system*

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Development of national Interactive Radio Instruction program for mathematics in grades 1-3	<p>Avance tapes acquired and radio programs developed for first second and third grade</p> <p>Radios, batteries, tapes, and workbooks purchased and distributed</p> <p>Construction of IRI radio booth for in-house taping and production of radio programs</p> <p>Training provided to MOE personnel in script writing, production, taping, and evaluation of IRI programs</p> <p>Teachers received training in use of IRI 4,186 1<sup>st</sup> grade teacher and 90 trainers trained in use of IRI for national expansion In addition, <i>Guion Radial</i> an audio cassette training guide was developed for principals and teachers—1,800 cassettes were recorded and distributed</p> <p>210 district supervisors and 1,203 principals received distance training in the use of IRI in their districts and schools</p>	<p>Begun in 1992 as a pilot program, IRI was implemented in 50 first grade classrooms in the Western Region of El Salvador This program was deemed so successful, with the experimental group scoring two times higher than the control group in post tests, that the program was expanded nationally to first grade classrooms in all 14 departments Broadcast daily throughout the country, It has grown to encompass grades 1-3</p> <p>Through the SABE Project, MOE capacity to write, produce record, and evaluate original IRI programs has been developed This capacity has been demonstrated in their ability to write and produce the third grade math series with very little outside technical assistance</p>	<p>Currently, IRI math lessons are broadcast over 20 private radio stations located throughout the country These radio stations donate up to five hours a day of free air time to the Ministry for IRI programming Without this unique public/private partnership arrangement the Ministry would not have the financial resources necessary to ensure full national coverage of its IRI programming</p> <p>Like other curriculum materials, IRI has integrated lessons on the environment, gender, health, and democratic participation into the daily math programs</p> <p>While IRI has been found to be an excellent supplement to the math curriculum resulting in students' improved performance, care must be taken to ensure that teachers are supplied with the program's required support materials such as radios, batteries, and workbooks</p>

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Procure and distribute sets of school supplies known as 'Canasta Básica'	<p>1992 - \$800,000 worth of educational materials procured shipped to El Salvador, and distributed as "Canasta Básica" to 310,000 kindergarten and first grade teachers throughout the country</p> <p>1993-1995 K-6 pupils and teachers from over 5 000 schools throughout the country received Canasta Básica shipments that included school supplies and teaching materials procured by the SABE Project</p> <p>Between 1992 and 1995, total SABE Project Canasta Básica expenditures reached \$2 0 million</p>	Students and teachers benefitted from a much-needed infusion of educational materials such as paper pens, chalk, notebooks, etc These materials greatly enhanced the teaching-learning experience in classrooms throughout the entire country	Since the implementation of decentralization in 1996, the Ministry has worked to decentralize the supply of educational materials Currently each departmental office is required to stock its own supply of educational materials In addition, the Bonos de Calidad program initiated by the Ministry in 1997 provides schools with individual funds so that they can purchase their own materials This change has helped to eliminate the massive annual Canasta Básica materials distributions and allows schools to obtain the exact materials they require

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Implementation of school library program</p> <p>Creation of seven pedagogical libraries</p>	<p>With assistance from the SABE Project, the MOE has been able create school libraries in just under half of the Ministry's primary schools</p> <p>1992 -- 18 libraries created as learning resource centers and teachers trained in library management Over 1,000 books distributed</p> <p>1993 -- 300 additional libraries created and "teacher-librarians" trained</p> <p>1995 -- 900 additional libraries created</p> <p>1998 -- books for 400 additional school libraries procured These libraries will be created during the 1999 school year In addition, three bibliojeeps and one bibliobus, along with the books needed to stock the vehicles, were purchased for use in the 1998/99 pilot program in Ahuachapan and Cabañas</p> <p>Seven professional libraries for use by MOE staff and teachers were created under the SABE Project At the regional level, these libraries were combined with the Centrales Pedagógicas</p>	<p>The school libraries round out the SABE Project's effort to outfit primary school classrooms with the materials needed to create a favorable learning environment The reference materials such as dictionaries and encyclopedias assist students in completing course work while storybooks reinforce the notion that reading can be a pleasurable pursuit</p> <p>The SABE Project has found that despite their availability in schools, libraries are sometimes not used appropriately due to principal's worry about loss and theft In an effort to promote reading and to encourage the wider use of libraries as an educational resource, SABE Project recently initiated its bookmobile program which will be piloted during the 1998 and 1999 school years</p> <p>At the Centrales Pedagógica, teachers can access reference books on diverse topics such as child psychology and curriculum development to assist them in their preparation of lesson plans</p>	<p>The bibliojeep caja viajera, or traveling box, pre-pilot program has been initiated by the SABE Project in the departments of Ahuachapan and Cabañas In this program, color-coded boxes of books are distributed to participating schools After a period of weeks, the boxes are exchanged and children receive a new shipment of books to read and enjoy</p>
<p>Implementation of Educador 2000 program</p>	<p>Five guides produced to assist the Educador 2000 project develop a series of 34 programs illustrating educational innovations to Salvadoran teachers</p> <p>TV equipment purchased for taping of weekly training programs</p>	<p>Because Ministry technicians could never clearly define the purpose and vision needed to develop Educador 2000 as a distance education program, an agreement was made to have the communications department create informative television programming through its office of publicity</p>	<p>Due to a series of personnel and policy changes that occurred in 1995, many training initiatives such as Educador 2000 were dropped in favor of other activities</p>

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Development, printing, and dissemination of language and mathematics textbooks for students in grades K-6</p>	<p>*75,000 K math and language workbooks printed and disseminated            *250 000 1<sup>st</sup> grade workbooks printed and disseminated            *180,000 revised K workbooks printed and disseminated            *510,000 revised 1<sup>st</sup> grade workbooks printed and disseminated            *530,000 1<sup>st</sup> grade math and language textbooks printed and disseminated            *360,000 2<sup>nd</sup> grade math and language texts            *316,000 3<sup>rd</sup> grade math and language texts            *240,000 4<sup>th</sup> grade language and mathematics textbooks printed and disseminated            *270,000 5<sup>th</sup> grade math and language texts printed and disseminated            *260 000 6<sup>th</sup> grade math and language texts printed and disseminated</p> <p>In addition, supplemental reprints were made of            *35,000 each of 1<sup>st</sup> grade math, language, science and social studies texts,            *32,000 each of 2<sup>nd</sup> grade math, language, science, and social studies texts, and            *28,000 each of 3<sup>rd</sup> grade math, language, science, and social studies texts</p>	<p>Research has found that all basic education students are benefitting from the "Cipotes" collection, written and printed with SABE Project assistance</p> <p>INCRE's October 1996 survey of teachers and directors from 500 schools found that 100% of all public schools owned the Cipotes collection</p> <p>In addition, it is worth mentioning that SABE's Cipotes collection ushered in the Ministry's new policy of providing textbooks to all students free of charge</p>	<p>Although referred to as textbooks, these books are not textbooks in the traditional sense. Rather they are organized educational materials to help teachers reach goals identified in the new curriculum and encourage them to develop locally-adapted learning methods</p> <p>These text reprints were necessary due to a higher than expected rate of enrollment for first cycle students</p>

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Production and dissemination of support materials to teachers	<p>Technical assistance provided in writing nine issues of the nationally-distributed quarterly teacher's magazine, <i>Horizontes</i></p> <p>30,000 copies of four issues of <i>CLASE</i> magazine printed by the SABE Project in conjunction with the MOE Office of Public Information</p>	<p>Magazines such as <i>Horizontes</i> and <i>CLASE</i> offer the Ministry a means by which to provide teachers with needed information and also serve to reinforce techniques learned at in-service training sessions</p>	
Introduce use of low-cost educational materials into the classroom	<p>Guide developed to help teachers prepare 30 of their own low-cost teaching materials. These materials were developed to support revised basic education curricula</p> <p>First cycle didactic materials manual, highlighting uses of low-cost educational materials in grades 1 - 3, developed, validated, and printed</p> <p>Training in the development and use of low-cost educational materials was included as a major component of the EMDE model schools formation training</p> <p>Technical assistance was provided to the Ministry in the creation of three regional Centrales Pedagógicas where, among other things, teachers can visit model classrooms to learn about innovative uses of low-cost educational materials</p>	<p>Use of locally-available, low-cost educational materials in the school allows for the sustainable production of important educational tools. It also helps teachers to break the cycle of dependence on the central Ministry in the provision of all teaching materials</p> <p>EMDEs now serve as a resource for other district teachers in the development and use of low-cost educational materials</p> <p>The three regional Centrales Pedagógicas are operational in San Miguel, Santa Ana, and San Salvador. Teachers are free to drop in at any time during the week to receive training or personalized assistance in the development of educational materials or curriculum development. The San Miguel Central Pedagógica estimates that approximately 100 teachers visit their center each month.</p>	

### ANTICIPATED OUTPUT

*Functioning national achievement testing system geared to subject matter and grade level*

*Enhanced MOE central and local staff capacity to design administer, interpret, and use tests and other pupil appraisal instruments*

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Create new Testing and Evaluation Unit as part of the National Directorate of Education to serve all sections of the Ministry	<p>In 1992, the SABE Project presented a plan for the creation of an evaluation unit within the Ministry entitled "An Analysis of the Plans for the Evaluation and Assessment System "</p> <p>SABE Project funds were utilized to purchase computer equipment for the new evaluation unit and long-term technical assistance provided to the unit through SABE subcontractor, INCRE</p>	<p>The SABE Project's plan was accepted and in 1993, the Unit for Analysis of Educational Quality (UACE) became operational with responsibility for evaluating Ministry educational programming such as curriculum implementation and teacher training and for administering student achievement tests</p> <p>In 1996, the UACE department evolved into a larger unit known as the Dirección Nacional de Evaluación (DNE) The DNE performs evaluations and conducts achievement testing for the entire Ministry</p>	

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Design, validate, and conduct criterion-referenced student achievement tests for grades K-6</p>	<p>1992 – K-2 tests in language mathematics, motor skills, and affective domain developed piloted, and applied in 108 schools</p> <p>Spring 1994 – Language and mathematics tests for grades 3-4 were produced, validated, and administered to a sample of 6,000 students in 105 schools</p> <p>Fall 1994 – Language and mathematics tests for grades 3-6 were produced, validated, and administered to a sample of 22,374 in 105 schools</p> <p>1995 – Social studies and science tests for grades 3 and 5 developed Grades 3 and 5 language, math, science, and social studies tests were administered to a sample of 24,534 students from 266 schools</p> <p>1996 – Social studies and science tests for grade 4 and math, language, science and social studies tests for grade 6 developed Third, fourth, and sixth grade language, math, science, and social studies tests were administered to a sample of 35,265 students from 500 schools</p> <p>1997 – With logistical support from SABE , the MOE conducted math and language testing on a sample of more than 2,000 third and sixth graders from 26 schools</p>	<p>Criterion-referenced tests based on the program of studies as revised by the SABE Project provide the Ministry with an essential tool to measure the improvement of student academic achievement from year to year</p> <p>Between 1994 and 1997, substantial improvement has been noted in student test performance in the key subjects of math and language</p>	

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Train Ministry employees in test design, validation, implementation, and analysis	<p>Achievement tests were developed through the formation of test development teams consisting of national content-area consultants, public school teachers, and representatives of the MOE's curriculum design and evaluation departments</p> <p>SABE advisors worked closely with the test development teams to define test objectives, write and validate test questions, and compile and analyze test results</p> <p>A detailed manual describing the test administration process was created by INCRE and annual trainings (1994-1996) conducted utilizing it as a guidebook</p> <p>Enrichment activities such as study tours to learn about test data analysis and evaluation were provided to Ministry testing personnel</p> <p>Eight one-week training modules covering different aspects of testing and evaluation provided to MOE evaluation staff. Topics covered included qualitative evaluation, criterion reference testing, evaluation design and interpretation of results, and introduction to statistics</p>	<p>Through technical assistance provided by SABE Project subcontractor INCRE, the Ministry has developed the complete capability to develop, validate, implement, and analyze testing data</p> <p>This training culminated in 1997 when the Ministry conducted testing on a sample of 2,000 3rd and 6th graders without technical input from the SABE Project</p>	<p>A major SABE Project achievement was to get the Ministry to recognize the need for and usefulness of student achievement test data. The Jan-June 1993 semi-annual report states, "the testing program continues to be handled almost as an annex with no one really responsible within the MOE." However, as the Project concludes the Ministry possesses its own national directorate of evaluation and has even expanded its achievement testing to high school students</p> <p>With its testing capacity fully installed, the Ministry should concentrate future efforts on ensuring that it is using testing data to its fullest extent</p>



ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Develop Manuales de Evaluacion and train teachers in their use	<p>1992 – The Evaluation Manual developed through workshops with participation of regional specialists 17,500 copies printed and distributed to teachers in grades K-1</p> <p>1995/96 – SABE subcontractor, INCRE, assisted the Ministry in the development of revised Manuales de Evaluación for kindergarten first, and second cycles In addition, a national training program was conducted for teachers, principals and supervisors An accompanying training video was also created</p>	<p>Teachers did not like the evaluation charts used for measuring student progress because they thought they were overly complex</p> <p>Noted education specialist, Dr Ernesto Schiefelbein, found the revised Manuales to be of a high quality and consistent with the MOE's national curriculum and support texts</p> <p>INCRE's 1996 study of 4<sup>th</sup> and 5<sup>th</sup> grade teachers found that 65% reported that they evaluated their students "constantly and daily"</p>	Based on the need to simplify the Ministry's evaluation guides, INCRE was hired in 1995 to create a new version of Evaluation Manuals for Kindergarten and first and second cycles

#### ANTICIPATED OUTPUT

*A trained professional staff of MOE central specialists, teacher trainers, regional administrators and supervisors, other school directors and classroom teachers (grades K-6)*

*School principals, teachers, supervisors and other key members of the MOE trained in US using CAPS methodology*

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Develop national plan, with central and regional cooperation, for in-service training of teachers	Training guidelines established which emphasized the use of "cascade" training by having trainers trained to conduct training on larger scale in the regional levels	Core of trainers established at national and regional levels to develop and conduct all needed Ministry trainings	While the cascade model has proven to be an efficient means of conveying training to large numbers of teachers care needs to be taken that the core training group is not over-burdened with developing and delivering all Ministry training needs

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Train teachers to implement new curriculum with focus on child-centered pedagogical approach</p>	<p>2 674 k and 5,701 1st grade teachers and 220 teacher trainers trained in revised curriculum principles and student-centered pedagogy</p> <p>Follow-on training for 2,677 K and 5,701 1st grade teachers with new emphasis on use of texts and their correlation with new methodologies</p> <p>4,920 2<sup>nd</sup> grade, 3,984 3<sup>rd</sup> grade, 3194 4<sup>th</sup> grade, 3229 5<sup>th</sup> grade, and 2880 6<sup>th</sup> grade teachers trained in revised curriculum principles and student-centered pedagogy</p>	<p>A 1996 classroom study conducted by INCRE found that the majority of 4<sup>th</sup> and 5<sup>th</sup> grade teachers employ participatory teaching techniques</p> <p>Teacher training conducted by the SABE Project has been far-reaching INCRE's 1996 study of 4<sup>th</sup> and 5<sup>th</sup> grade teachers found that 88% reported having received training in the revised curriculum</p>	<p>Teacher training was far reaching and has affected almost every teacher in the country However, continuous follow up of teacher training has not evident Teachers received four to five day s worth of training to introduce new curriculum and teaching methodologies While a good start this is not sufficient time to change well-established behaviors The MOE must continue to provide periodic skills trainings to in-service teachers</p>
<p>Strengthen MOE's teacher training units</p>	<p>Training unit technicians from both the national training office as well as the regional training offices received intensive instruction in how to develop and conduct a wide variety of trainings for teachers in grades K-6 that employ a child-centered teaching methodology</p> <p>So as to maximize their effectiveness, training was provided not only in content area but also in the areas of facilitation, leadership, and cooperative learning</p>	<p>Through the intensive use of the "training of trainers" methodology, a core of well-trained facilitators has been developed in each of El Salvador's three regions Each training center has been imbued with the capacity to design, implement, and evaluate its own training sessions in accordance with regional needs</p> <p>This ability has been demonstrated many times over, most notably with the design of the intensive two-week EMDE training sessions for teachers and principals from new model schools</p>	

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Implementation of distance education program for teachers	<p>281 directors and 982 first cycle teachers participated in a distance education pilot to train school principals in school management and administration</p> <p>Consultants hired to review distance training plan design and establish evaluation system</p>	A variety of factors including trouble determining how to schedule distance training sessions so as not conflict with teaching schedules, chronic problems with the central Ministry's ability to furnish training materials, and issues brought about by decentralization contributed to the inability of the distance education program to extend beyond the pilot phase	In order for distance education to function in El Salvador, the Ministry will have to create incentives for teachers and principals to utilize their free time to upgrade teaching skills
Provide CAPS-style training to teachers and school directors	<p>Training of 150 teachers and school directors from 60 schools was successfully carried out in the U.S. in late 1993. In 1994, 52 Ministry trainers and supervisors received U.S.-based training to develop a corps of 'master trainers' to receive additional training in new student-centered teaching methodologies</p> <p>Creation of EMDE model schools network through the delivery of three rounds of in-country training that replicated the U.S.-based CAPS training experience. This training focused the following principles:</p> <ul style="list-style-type: none"> <li>* student-centered instructional methodology,</li> <li>* total quality management in education,</li> <li>* school/parent/community linkages,</li> <li>* adult education techniques</li> </ul> <p>In keeping with the MOE's decentralization goals, EMDE training was provided at the regional level with each region responsible for creating its own two-week training program</p>	<p>Recipients of CAPS-style training formed the basis of the CEC (Centro Educativo de Capacitation), later known as the EMDE (Escuelas Modelo de Desarrollo Educativo), program that generated 257 model schools (approximately one per every school district)</p> <p>In addition to benefitting teachers from the 257 established EMDE schools, the program's multiplier component has allowed numerous teachers from EMDE associated schools to benefit from the innovative teaching techniques learned at EMDE trainings</p> <p>The EMDE model created by the SABE Project has proven to be extremely sustainable. The Ministry has adopted the EMDE model as a primary means through which in-service training is transmitted to teachers throughout the country</p>	<p>To be selected as a CEC/EMDE, schools had to meet stringent criteria, mostly centered on the perceived ability of school directors and teachers to act as effective agents of change. Unlike previous CAPS trainings, school directors accompanied their teachers to the in-country trainings held each summer from 1995-1997. The inclusion of the school directors better ensured the implementation of the newly learned methodologies</p> <p>As model schools are responsible for training associated schools in their district, this model fits in with the Ministry's efforts to decentralize the entire teacher training process</p>

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Train school directors to understand the new pupil-centered methodologies being taught to teachers in presentation of new curriculum</p>	<p>1992 -- 660 school directors trained in new student-centered, activist learning methodologies Principal's Training Manual was distributed to all participants</p> <p>1993 -- 4,102 school directors trained to increase their awareness of MOE activities aimed at educational improvement, to teach them to identify numerous resources available to them from their own communities, and to provide an overview of previous teacher trainings The supervisors provided the training to the school directors</p> <p>1994-1997 -- 257 school principals trained in EMDE methodology</p> <p>1995 -- 1 902 principals trained in curriculum evaluation skills</p>	<p>Training school directors in new teaching methodologies made them more receptive to the idea of teachers introducing the new methodologies they were learning in workshops into the classroom With training, school directors could also now act as promoters of teaching methodology change at the classroom level</p>	<p>Although training of school principals was not initially contemplated in the SABE Project design a concern surfaced after the first teacher workshop for Kindergarten teachers The concern was that, if the principals did not understand the "new focus" being promoted in teacher workshops they might not allow the change in teaching approach</p> <p>As a result SABE advisors recommended training principals so that they could understand the focus and purpose of the training teachers were receiving</p> <p>In addition as returning CAPS scholars found it difficult to implement the new teaching methodologies learned in their U S -based training, training personnel made the decision to include school directors, along with supervisors in the model school training teams</p>

## COMPONENT II

<p style="text-align: center;"><b>ANTICIPATED OUTPUT</b></p> <p style="text-align: center;"><i>A trained supervisory staff with well defined roles and responsibilities providing effective supervision and advisory services to local schools</i></p>			
ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Develop a global plan for the supervision program, including supervisor role definition and training	<p>Analytical study of the Ministry's <i>Strategy to Strengthen the Efficiency of the Supervision System</i>, prepared by the National Directorate of Supervision to determine its feasibility</p> <p>The conceptual document entitled <i>Educational Administration and Curriculum Change A Challenge to Leadership</i> was written as a result of the study. This document served as basis for the educational administration manual written for school principals and supervisors of which 5,000 copies were made and distributed in early 1994</p>	Although efforts were made to include supervisors in subject matter testing, systematic attention to the role of supervisor training was not fully addressed by the SABE Project. In addition, the advent of large-scale decentralization added to the confusion of the role of the supervisor	<p>Quote from the January - June 1993 SABE Semi-Annual Report "Because of the diverse functions and demands on the educational administration advisor, the advisor's SOW was modified to reflect a concentration on decentralization "</p> <p>Now that the Ministry has firmly established its decentralization to the department level, it can now work to more clearly define the role of supervision within its this new context</p>

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Implement new school mapping program through Department of Supervision to obtain reliable school data	Plan for conducting school mapping developed by SABE Project consultant, Carlos Mora	This school mapping plan emphasized the acquisition of data not traditionally compiled in prior Ministry school mapping efforts. The consultant emphasized school mapping as a means to acquire information for a computerized database on a variety of topics that would be helpful to a supervisor in conducting his work. As such, the map would serve as a true planning tool.	Due to an overload of Component II activities and a personnel change in the educational administration advisor position in 1993, the school mapping activity was not pursued by the SABE Project beyond the planning stage.
Develop training program and coordinate training of supervisors in accordance with guidelines written by the National Supervision Department	<p>Training workshop prepared for 210 supervisors from all school districts to familiarize them with their new role as laid out by the Supervisor's Manual of Functions</p> <p>Training workshop for 228 supervisors, designed jointly by DICAP and the Department of Supervision, on developing communication and leadership skills</p> <p>Training workshop for district supervisors designed by DICAP on interpersonal relationships and conflict resolution</p>	Supervisors from all school districts trained so as to understand the newly conceived role of supervisors as teacher mentors and catalysts for classroom change.	

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Train supervisors in new pedagogical methodologies being implemented by new curriculum guides</p>	<p>All departmental and district supervisors received training to help them better understand the purpose and expectations of new teaching methodologies being applied in the classroom, particularly methodologies and strategies promoted by CAPS teachers</p> <p>Supervisors received training in appropriate methods of classroom observation. Observation instrument for use by supervisors to identify teacher strengths and weaknesses was developed and distributed</p> <p>Throughout the course of the SABE Project, supervisors have been included in the overwhelming majority of teacher training sessions including, but not limited to the following</p> <ul style="list-style-type: none"> <li>*curriculum training for grades K-6</li> <li>*IRI training</li> <li>*library training</li> <li>*evaluation manual training</li> <li>*EMDE training</li> <li>*conflict resolution training</li> </ul>	<p>One of the goals of the SABE Project has been to promote the use of supervisors as technical resources for teachers. As the critical link between schools and Ministry administrators, supervisors are the logical choice for reinforcing Ministry policies on everything from school administration to the implementation of child-centered teaching methodologies</p> <p>Thanks to the SABE Project's efforts to involve supervisors in the majority of teacher training events, they are better able to reinforce the use of new teaching tools and techniques at the classroom level</p>	<p>Although including supervisors in teacher training sessions has been an important innovation of the SABE Project, the inaccessibility of many rural schools and the large number of schools in a district make it hard for supervisors to make regular visits to schools</p>

### ANTICIPATED OUTPUT

*A functioning and effective system of basic education decentralized to regional and local levels, including decentralized decision-making and resource allocation authority*

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Develop global decentralization plan for Ministry	<p>Decentralization plan, along with accompanying implementation plan, completed with assistance from the Educational Administration advisor</p> <p>SABE Project funds provided to renovate 11 of the 14 newly-created departmental offices</p>	In 1996, the Ministry moved forward with decentralization and created offices in each of El Salvador's 14 departments. The Education Administration Advisor worked with the Ministry to define and organize the functions of the new educational office, including personnel requirements.	By creating departmental offices the MOE fulfilled their objective of modernizing the state by moving educational and administration functions from the central to the state level.
Decentralize Ministry administrative functions	<p>Study conducted of MOE's existing vehicle resources. It served as the basis for the procurement of 46 vehicles purchased by SABE for use in regional and sub-regional offices.</p> <p>Computer study completed specifying regional office computer needs.</p> <p>Proposal for the decentralization of OPCI developed by a local subcontractor.</p> <p>Pasantias for eight MOE personnel to Nicaragua and the Dominican Republic to observe those countries' decentralization efforts.</p>	With the advent of decentralization, the central Ministry has been able to successfully transfer many of its former responsibilities to the departmental offices. After only three years of implementation, departmental offices are now responsible for managing their own budget, managing human resource needs, providing supplies to schools, and paying salaries. They also serve as the operational base for departmental and district supervisors.	



ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Decentralize Ministry technical functions	<p>Plan for decentralization of teacher training to the regional level created by teacher training advisor Manuals written establishing functions, procedures and logistical needs for decentralized training</p> <p>Curriculum Action Committees (COMCEDs) established in each of the three regions and 14 departments to assist with the development of regionally-appropriate curriculum</p>	<p>In-service teacher training decentralized to the regional level In addition the use of the EMDE network further decentralizes teacher training to the local level</p> <p>Input from parents, teachers and community members used in the development of curriculum guides</p>	

## ANTICIPATED OUTPUT

*Increased participation of parents and other community leaders in basic education*

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Design model for school-community organization	<p>Two reports regarding plans for promoting school-community involvement were written by the SABE Project</p> <p><i>Indications for a Program to Strengthen School-Community Relations</i>, in which conceptual, policy, and strategy alternatives are discussed, and <i>A Program to Strengthen School-Community Relations</i>, which discussed methodological aspects of school-community partnerships</p>		
Development and implementation of District Education Funds (FED) and School Education Funds (FEE) pilot programs	<p>SABE Project advisors assisted in the development of the operational structure for disbursement of funds to school district committees. In addition, SABE directly administered \$500,000 worth of FED funds to 21 school districts in the ex-conflictive regions and an additional \$500,000 worth of FEE funds to 450 schools in the ex-conflictive zones</p>	<p>As community involvement, control and accountability are the hallmarks that characterize the FED Program, it served as an important step for the Ministry's decentralization program. FED fund disbursements proved so successful that the Ministry decided to implement the School Educational Fund (FEE) pilot program that provided direct grants to schools to purchase needed materials and equipment. The FED/FEE programs, which the SABE Project helped to develop and administer, served as precursors to today's Consejos Directivos Escolares (CDEs) program. CDEs are charged with the important tasks of administering the school budget and hiring school personnel.</p>	<p>The FED Program received high marks for both the way funds were administered and for uses that school districts made of their locally-controlled funds. Similar results were obtained with the FEE program where an independent audit found misuse of funds by school committees to be minimal.</p>

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Provide conflict resolution training to members of conflicted Consejos Directivos Escolares (CDEs) to promote cohesiveness</p>	<p>To strengthen the CDE program, the MOE requested that SABE subcontractor, FUNPRES be hired to conduct a nine-month program to provide conflict resolution training to CDEs experiencing problems implementing the MOE's school-based financial management program. This program received a seven-month extension to address the needs of additional CDEs</p>	<p>Initially, Creative Responses to Conflict (CRC) training was provided to 71 school CDEs. Although fewer schools than anticipated were reached, results of participant evaluations found that 95% of participants viewed the training as very beneficial. Based on this feedback, the Ministry requested a seven-month extension to FUNPRES's contract so that another 150 CDEs could be trained. This training concluded in July with similarly positive results.</p>	<p>The CRC training was initially provided as part of a pilot program for schools in the ex-conflictive zones. However, because such positive results were obtained through the pilot program, the Ministry asked that the program be adapted to fit the needs of troubled CDEs throughout the nation. The request by the Ministry to extend the training demonstrates the success achieved by the SABE Project in winning support for its Component IV programming.</p>

## COMPONENT IV

<p style="text-align: center;"><b>ANTICIPATED OUTPUT</b>  <i>Better trained ex-conflictive zone teachers with upgraded skills both  in terms of knowledge of academic area as well as pedagogy</i></p>			
ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Upgrade the academic level of the ex-conflictive zone's Maestros Populares	SABE Project Executive Assistant, Matilde de Quintana, worked closely with the Concertación Educativa de El Salvador (CEES) to define an educational training plan for 300 Maestros Populares that was acceptable to the teachers, USAID, and the Ministry of Education	In this accelerated distance education program covering three academic years in 18 months, 128 maestros populares completed the third cycle of basic education (grade nine) and 172 maestros populares completed high school. Classes were held each Saturday and Sunday in 15 centers throughout El Salvador	The 'nivelación' plan for the Maestros Populares is significant in that it brought teachers aligned with the anti-government left into a dialogue with the Ministry. By promoting the use of the Ministry's established adult education classes to teach the Maestros Populares, SABE demonstrated that cooperation between the two sides could be accomplished
	Importantly, the group was able to develop a training plan that utilized existing Ministry of Education adult education curricula. This ensured the MOE's recognition of the Maestros Populares' degrees	This program proved so successful that additional funds were added to the SABE Project to allow those graduating from ninth grade to move on to high school studies. As the project closes, 147 Maestros Populares are studying in 10 centers throughout the ex-conflictive zones	In addition, although the Ministry requires a college degree to become a certified teacher, the SABE "nivelación" program has succeeded in bringing Maestros Populares a few steps closer to achieving this goal
		Throughout the program of "nivelación," all Maestros Populares remained in their positions as teachers in Escuelas Populares. Thus, skills learned in weekend classes could be immediately applied in the classroom during the week	

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Assist Maestros Populares to obtain university teaching degrees	Through Project subcontractor CIDEP, the SABE Project has coordinated the university study of 83 Maestros Populares through a distance education program sponsored by the Universidad de El Salvador	The SABE Project has been able to cover 17 months worth of expenses for this pre-service teacher training program that will eventually result in the certification of 83 Maestros Populares as official Ministry teachers	

<b>ANTICIPATED OUTPUT</b> <i>Increased availability of educational supplies and equipment to schools in ex-conflictive regions</i>			
ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Study conducted to determine needs of schools in the ex-conflictive zones and to locate and identify "escuelas populares"	The school study team surveyed 891 official schools, 223 escuelas populares and 32 escuelas mixtas and produced a report of their findings to the MINED	Information from this survey was used to procure goods/materials for these schools The survey, also served as a valuable resource for MINED to discover how many escuelas populares existed	Three teams of people spread out through the eastern region for three weeks negotiating with FMLN organizations to obtain access to "escuelas populares" All but three such organizations agreed to have their schools surveyed

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Acquisition of educational supplies to ex-conflictive schools</p>	<p>Plana Libre texts for grades 4-6 were revised for reprinting and dissemination to schools in the ex-conflictive zones. Subjects covered included math, language, science, and social studies.</p> <p>To ensure that all schools received an adequate supply of books, 42,400 of each subject for 4<sup>th</sup> grade, 34,800 of each subject for 5<sup>th</sup> grade, and 32,200 of each subject for 6<sup>th</sup> grade were printed and disseminated.</p> <p>SABE Project worked with the MOE to ensure that Canasta Basica and textbook distributions reached all schools in the ex-conflictive zones, including as many Escuelas populares as possible.</p>	<p>During the war, schools in the formerly conflictive areas were unable to receive adequate supplies of basic educational materials. The SABE Project brought an infusion of needed classroom materials ranging from chalk to textbooks to IRI cassette recorders to schools throughout the ex-conflictive regions.</p> <p>Of greater significance was that SABE's insistence on national distribution brought the sub-standard condition of ex-conflictive schools to the MOE's attention. This has led to the provision of other Ministry services to Maestros Populares such as in-service teacher training and participation in the Escuelas Saludables (Healthy Schools) program.</p>	
<p>Acquire warehouse to store commodities purchased with USAID funds until MOE warehouses were certified by USAID/MCRC</p>	<p>Developed warehouse management system that was implemented in all ministry warehouses.</p> <p>Training and technical assistance was provided to Ministry employees in the implementation of the new warehouse system.</p> <p>Procured shelving, fork lifts, and other warehouse equipment to bring MOE warehouses into compliance with USAID regulations.</p>	<p>The new system of warehouse management has improved the Ministry's ability to track goods entering and exiting the warehouse. It has also allowed the MOE to directly receive goods purchased with USAID funds.</p>	<p>When the SABE Project began, the AED/DA team was unaware that it would be required to take on warehousing responsibilities for goods procured with SABE funds.</p> <p>This unexpected addition to the Project's scope of work presented many challenges to the project management staff and diverted attention from technical activities.</p> <p>Fortunately, by 1996 the Ministry warehouses received USAID certification thus allowing the SABE Project to cease renting its warehouse space in San Salvador.</p>

## ANTICIPATED OUTPUT

*Reduced conflict in school environments as part of USAID/El Salvador's mandate to transition from war to peace*

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
Implement programs to address anti social behaviors found among children from the ex-conflictive zones	<p>Over a 14-month period, SABE Project subcontractor, FUNPRES, provided varying levels of conflict resolution and mediation training to 1,306 teachers, parents, and students from 155 schools in the ex-conflictive zones</p> <p>Over a 14-month period, SABE Project subcontractor, FUNDASALVA, provided extensive training to teachers, parents, and students from 37 pilot schools located in the department of La Paz to combat substance abuse and violence problems among school children. Through their training, FUNDASALVA attempted to place behavior problems within the context of post-traumatic stress resulting from El Salvador's civil war</p>	<p>The FUNPRES training program has given teachers, students, and parents needed tools and strategies to avoid violence in the resolution of every day conflicts</p> <p>The FUNPRES Creative Responses to Conflict (CRC) training proved to be so popular among training recipients that FUNPRES found teachers and students from other schools requesting training. Approximately 450 teachers from outside the ex-conflictive zones received CRC training</p> <p>As a result of the FUNDASALVA training, parents and teachers are more aware of post-traumatic stress syndrome and its implications for youth. In total, 276 teachers and 2,935 parents received sensitivity training and, in addition, 276 teachers and 4,458 students participated in workshops on self-esteem, communication, and management of tension and frustration. Finally, 78 teachers (two from each school) received specialized training to detect and assist children demonstrating anti-social behaviors</p>	To ensure the sustainability of these specialized programs, both subcontractors were required to design a MOE absorption plan. They also made sure to include district supervisors and departmental office representatives in the training so that the methodologies could be reinforced in pilot schools and introduced to other schools

ACTIVITIES	PRODUCTS	RESULTS	COMMENTS
<p>Research the psychological status of children among the ex-conflictive zones</p>	<p>FUNPRES developed a psychological profile of children from the ex-conflictive zones</p> <p>FUNDASALVA conducted research on children's attitudes and beliefs regarding drug and alcohol use</p>	<p>FUNPRES administered the Eysneck Personality Test to 13,317 children from 25 schools in the Eastern Region. Results found that the war has negatively impacted the behavior of students, especially those from San Miguel and La Unión. However, the risk of future widespread criminal behavior among the student population does not seem likely.</p> <p>In its research report, FUNDASALVA found that while the overwhelming majority of students in the ex-conflictive zones had never tried drugs, alcohol, or cigarettes, many held ambivalent feelings towards drug and alcohol use in general.</p>	<p>It is hoped that the results of the FUNDASALVA study will be utilized to make parents, teachers, and students more aware of the problems facing young people today with regards to the use of drugs and alcohol.</p>



## IV Conclusions and Lessons Learned

### A Conclusions

The SABE Project has been very successful in supporting and strengthening an extensive and ambitious national program of educational reform commonly referred to as *Reforma Educativa en Marcha*. The primary impact of SABE Project interventions has been to create sustainable mechanisms that enable the Ministry to continue expanding and adapting the reforms as needed.

The Project has been an important partner to the Ministry in helping it to define and develop its educational reform path. SABE has introduced concepts, materials, and practices that promote a child-centered, activist learning approach in all areas of basic education. This fundamental concept has been embraced by the Ministry and is evident in Ministry reform efforts conducted outside the scope of the SABE Project.

In addition to creating fundamental changes in teacher-student classroom interactions, the SABE Project also leaves behind a substantial network of EMDE model schools that now serve as one of the Ministry's primary means of conducting in-service teacher training. With EMDEs, teachers can turn to other teachers in their very own school district for guidance and training. This decentralized approach helps to ensure that training is adapted to local realities.

The SABE Project has enjoyed particular success in promoting a decentralized system of education administration where local entities assume day-to-day financial, administrative, and managerial responsibilities. In just three years, Ministry departmental offices have been able to take on many responsibilities previously handled at the central or regional level. In addition, school-based financial management has become a reality. Through the CDE program, each school is now given its own funds to procure goods and services as needed. What is now perceived as a completely acceptable devolution of responsibility, would have seemed radical at the Project's outset.

The SABE Project has successfully met all objectives originally envisioned in its scope of work -- and more. Although all Project deliverables have been met, there are some that have not been met as fully as was originally hoped. In particular, the SABE Project's work with the Ministry's supervisory staff was left uncompleted. While highly successful in bringing supervisors into the training fold, the evolution of the decentralization plan and the competing demands of other activities limited the priority and management will to fully address this area. Major work towards achieving decentralization, an issue with which all Central American countries are grappling, is in its infancy and we believe that the Ministry's supervision program could profit from future technical assistance geared towards addressing supervisory issues within the context of decentralization.

The SABE Project has served as a catalyst for reform within a Ministry of Education ready to make improvements. The introduction of innovative ideas coupled with capacity building has allowed the Ministry to embrace and implement reforms on a scale well beyond that of the SABE Project. Over the years, as activities come and go, the ultimate legacy left by the SABE Project will be the extensive support it offered a reform-minded Ministry to carry out its own reform.

agenda SABE played a key role in the Ministry's willingness to accept change and attempt new and innovative programs which will continue well beyond the life of the SABE Project

## ***B Lessons Learned and Suggestions for the Future***

### ***a Overall Project***

**To be successful, full participation and collaboration must exist between foreign assistance projects and host institutions**

The SABE Project has been notably successful in serving as a catalyst for educational reform in El Salvador. An important element that contributed to this success has been the degree of collaboration between the Project and the Ministry. While the quality of the technical recommendations was strong, this alone was not a sufficient input to initiate fundamental change in a large bureaucratic system. Rather, the key element was the process by which the Project helped the Ministry develop a vision for reform, and then assisted in its implementation. The subtle shift from foreign assistance project to a national program of sustainable educational reform happened after the Ministry defined its goals and developed a deep commitment to those goals. At this point, the nature of collaboration changed from a Ministry collaborating with a foreign assistance project, to a USAID project participating in a Ministry juggernaut of reform.

There were several elements that enabled this fundamental accomplishment of Ministry ownership of the reforms. One is the crucial importance of continuity of leadership and vision at the top levels of the Ministry. The Minister, Vice Minister, and many of their top managers remained at the Ministry throughout the years of initiation and consolidation of the reforms. The importance of this kind of continuity for a long term reform process is hard to overstate. Another element was the highly participatory process of sector analysis, which led to a common understanding of the problems and a common agenda for resolving them.

In addition to these broad processes that contributed to a collaborative spirit, a strong working relationship between the USAID, Project, and Ministry staff was facilitated by daily mechanisms of coordination. This relationship is not automatic, and in the case of the SABE Project took time to develop and mature. It is to the credit of all entities involved (USAID, the Ministry, and the AED/DA team) that mutually agreeable terms were established for creating a successful and productive work environment. Two factors in particular helped to develop constructive dynamics between USAID, the contractor team, and the MOE: increased emphasis on informal communications and relationships, and the appointment of a respected Salvadorean national as Executive Assistant.

At the Project's outset, large formal meetings of the Project Management Committee (GTP) were held bi-weekly. The intensive meeting schedule became a burden and the meetings themselves sometimes proved to be counterproductive as differences were aired in an environment not suited for their resolution. As the SABE Project Midterm Evaluation noted, "As important as such

formal contacts are, informal communications may help to solve even more problems ” In response, these larger, more formal meetings were reduced and replaced with smaller, more intimate meetings held between advisors and their counterparts that promoted a collegial work environment The second critical factor was the hiring of a Salvadoran national to serve as the Project’s Executive Assistant Matilde de Quintana’s strong relationships with Ministry administrators helped to strengthen and personalize the SABE Project to the MOE and forged a sense of trust and common purpose among all parties

**Project offices should be located in the Ministry so that the technical team can work directly with counterparts.**

Close physical proximity is an essential aspect of effective collaboration and the development of a sense of common mission From its inception, the SABE Project maintained offices for technical advisors within the Ministry of Education, but the management and administrative offices were maintained in a separate location until early 1996 The move of the Project staff to offices within the Ministry served to further integrate the SABE Project into the day-to-day life of the Ministry and created a valuable team-like spirit This move greatly strengthened what was already a cordial working relationship as Ministry employees could easily drop in to speak with Project staff about matters large and small

**External midterm evaluations provide a useful opportunity to reflect on project components and direction.**

Mid-term evaluations are useful in that they allow an outside entity to review and assess project activities conducted during the first half of the project’s life The report provides both unbiased feedback on project progress, as well as a neutral forum to critically assess and resolve management and design issues The mid-term evaluation, as designed by USAID, allows the project an opportunity to take a step back from day-to-day activities to examine the project in its entirety and to ask the questions “Where have we been?” and “Where do we need to go?” At its most helpful, a mid-term evaluation refocuses project energies on those activities that are best suited for accomplishing project goals Unfortunately, the mid-term evaluation of the SABE project did not fully meet these objectives The Project would have benefitted from a more concrete and thoughtful vision for the Project’s last years In order for the mid-term evaluation to be effective, the purpose of the assessment must be clear, the scope of work must be well defined, and the evaluators must be carefully selected

**The role of the key senior technical advisor needs to be clearly understood**

The primary contribution of a donor technical assistance project is access to technical expertise that is not readily available in the country, as well as a broader perspective on international experience in educational reform The other elements of project assistance (financial support for training, commodity purchases, administrative support) are primarily to support the implementation of the program that is developed with the assistance of the technical advisors

While the number and range of long-term advisors will probably diminish over time as activities are completed and the Ministry assumes full responsibility for programs, a strong collaborative program requires the continuing presence of at least one senior education advisor who commands the respect and confidence of the Ministry and who participates in the on-going planning and implementation of reform activities. In this way, the project provides proactive and collegial assistance in assessing needs and evaluating options, as well as the administrative and financial capacity to respond to requests for assistance. The Ministry should be encouraged to take full advantage of this opportunity.

Short-term technical assistance may assume an important role in areas where the Ministry has sufficient personnel to take ideas and new materials and to implement them without assistance. The biggest weakness of short-term assistance is the potential for a lack of continuity or follow-up action. In determining the scope for short-term personnel, the entire activity should be planned to completion and responsibility assigned to either Project or Ministry officials. In this way, the impact of short-term consultancies can be maximized.

#### ***b Component I***

##### **Creative, accessible, and low-cost teaching materials are an excellent complement to programs of study and textbooks**

Extensive technical assistance by long-term advisers of the SABE Project played a key role in strengthening the quality and quantity of inexpensive teaching materials that are now available to elementary school teachers throughout El Salvador. Because of the focus on "low-cost materials," teachers and children in the most remote schools are now afforded access to didactic equipment and supplies that enliven the classroom environment and provide new alternatives to the methodologies employed by teachers to communicate more effectively to children. In addition, the use of low-cost educational materials in the classroom empowers teachers and helps them to break the cycle of dependence on the central Ministry for the provision of all teaching supplies.

##### **Distance education programs are enhanced when they incorporate numerous and varied activities and exercises that help sustain student interest.**

Because young children have short attention spans, the IRI program has worked hard to create mathematics programs that are entertaining, varied, and promote active learning. An important lesson was learned when classroom evaluations of the initial second grade program found that it did not optimally engage students' attention. To rectify this situation, 15 songs covering specific mathematical concepts were created and inserted into the program. Thanks to the expert technical assistance supplied by Project SABE international consultants, the programs have been greatly varied and enlivened. Songs, physical exercises, the use of complementary teaching materials, inter-active participation, and teachers who have been trained to encourage student

participation, have all combined to assure more engaging distance learning experiences for students in first through third grade

**Organizational incentive systems may inhibit full use of items such as school libraries and other materials provided by the project. Organizational and cultural constraints should be addressed when materials are made available**

The SABE Project actively promoted interest in reading for recreation, research, and general information through the school library activity. The Project provided books and created school libraries in almost half of El Salvador's basic education schools and trained 630 teachers and principals in the techniques of running a school library. However, the constraints to full utilization of the library was not only the supply of books, but also in systemic disincentives to using the books and materials. As is common in many countries, inventory control systems hold administrators responsible for the materials under their care. If school administrators and teachers are evaluated only on the condition of the libraries, they will restrict students' access to the educational resources because they are worried that the children will damage or not return the borrowed books. Therefore, it is important that the personnel evaluation system emphasizes the appropriate use of materials and the learning outcomes as well as prudent stewardship of the inventory.

There are various ways to address these constraints in addition to changing Ministry personnel policies. In El Salvador, positive steps are being taken by individual schools to promote the active use of school libraries. Through their Consejo Directivo Escolar (CDE), some schools are using funds to hire local people to staff libraries while others are purchasing additional books or setting aside empty classrooms to serve as the school library. In addition, the SABE Project recently launched a pilot caja viajera (traveling box) program to bring recreational reading books to schools with the express purpose that they be loaned out to individual students. This lending library system places responsibility for the library on the school and community rather than on individual teachers, which creates considerable social and peer pressure to take good care of the books. In other countries, the use of group responsibility to maximize use and care of educational materials has proven to be successful.

**In-service teacher training, is essential to keep teachers apprized of new advances in educational technology, innovative teaching methodologies, curriculum revision, continuing classroom assessment procedures, and the role of the community in strengthening the quality of educational programs**

Prior to the SABE Project's inception, in-service teacher training by the Ministry had virtually ceased to exist. However, thanks to the SABE Project, Ministry support for teacher training has grown as the positive results of a wide array of in-service activities have been demonstrated through improved teacher classroom performance. However, in-service training should never be considered completed. Rather, it should be seen as an on-going process that is required to strengthen existing skills, enhance solidarity among the educational community, and serve as a

mechanism to provide cross fertilization among like-minded professionals. In addition, given the Ministry's move to a privatized system of pre-service teacher education conducted by various accredited universities, in-service teacher training is more important than ever to ensure that all teachers are up to date with the Ministry's most recent programs and initiatives.

**School directors and district and departmental supervisors should always participate in in-service teacher training sessions so as to be able to provide continued support to teachers once they begin implementing new practices and methods in the classroom**

Many early CAPS scholars noted that they had found it difficult to implement the classroom reforms learned in their U.S.-based training when the school director was not on board with the proposed changes. This experience underscores the importance of the school director in the execution of school reform. To avoid the isolation felt by many returning CAPS scholars and to prepare schools to embrace a climate of change, the SABE Project made the decision to include school directors and departmental supervisors as participants in in-service training sessions for teachers. This policy decision, though not originally contemplated in the Project design, has reaped multiple benefits.

Nowhere has this policy been more successfully demonstrated than in the development of the EMDE model school network. The strategy behind training teachers, principals, and district supervisors from each school district was to provide a key group of individuals representing the various levels within the district to work together as a unified team to implement the EMDE concepts. This multi-level training approach has allowed those in positions to effect systematic change to both understand and promote the implementation of new teaching methodologies at the classroom level and has eliminated the isolation felt by teachers attempting to improve their own classroom performance.

**Participant training can be an effective complement to in-country training and can initiate enthusiasm for reforms**

Early in the SABE Project, a large number of teachers received training in educational methodologies in the U.S. through the Central America Peace Scholarships (CAPS) project. Many of these teachers returned to El Salvador to implement changes in the classroom, but found it difficult to manage with limited support of the school directors (see above). The SABE project decided to reorient the U.S. training activities toward a "training of trainers" approach that proved very effective. A core group of teachers and school directors was selected for intensive training in the U.S. to both learn new child-centered teaching methods and to be able to use adult learning techniques to train other teachers when they returned. This group created a central corps of trainers who then conducted training in El Salvador for teams from each model school consisting of three teachers, the director, and the regional supervisor. This approach successfully blended the advantages of U.S. training, which created enthusiasm and new skills, with a defined role and way of applying the training when they returned. In doing so, the Project helped to

establish cost-effective and sustainable means of replicating the training in the home country. The U.S. training could be focused clearly on preparing the teachers as trainers, and on their return they were able to immediately apply the training in the teacher training workshops. This activity was an important element in “jump-starting” the reform process in El Salvador.

**Model schools can be an especially meaningful instrument to sustain in-service teacher training at the district level**

Rooted in the SABE Project’s initial experience with the CAPS program, the EMDEs are a network of 257 model schools that have been created in all of El Salvador’s 210 school districts. The EMDEs represent a decentralization of the Ministry’s in-service teacher training program. As such, each school district enjoys the presence of at least one school that exemplifies the very best in teaching content and methodology. Classrooms are all especially endowed with low-cost and creative teaching materials. Teachers, district supervisors, and school principals have all attended special summer training programs designed to encourage teachers to serve as learning facilitators, rather than lecturers, and to encourage students to participate, create, and imagine, rather than simply copy and memorize. Finally, EMDE teachers are responsible not only for enhancing the quality of teaching within their particular model school, but also for reaching out to teachers from other schools within their particular district to provide training in new methods and programs. SABE Project advisors have been quite encouraged by the EMDE schools’ efforts to train associated schools. They have found that virtually all EMDEs visited report having provided seminars and workshops to nearby schools.

Importantly, because EMDE teachers are located in each school district, they serve as an easily-accessible technical resource to their fellow teachers. This proximity, coupled with the sense of pride that is generated by being named a model school, has served to sustain the concept of the EMDE model. In addition, the Ministry has recognized the need to offer financial incentives to EMDE schools through the Bono de Calidad program. Each year EMDE schools are provided with an extra fund that is designed to defray the costs of training sessions to associated schools. Without these extra funds, the training program costs would have to be paid through the school’s own operating budget, making it unlikely that a school would be willing to conduct such trainings.

**To be successful, a student achievement testing program must be part of a clearly established policy. Otherwise, the impact of such a program could be limited and short-lived.**

One of the SABE Project’s greatest achievements has been its success in assisting the Ministry of Education to embrace the concept of student achievement testing as a useful tool for education reform. From the earliest days, the SABE Project has worked with the Ministry to create an evaluation department with the capacity to write, validate, administer, and assess data from national achievement testing. The intensive technical assistance provided to the Ministry’s evaluation unit over a period of many years allowed MOE technicians to gradually take on more and more responsibility for testing activities. The gradual training approach helped to instill a

permanent capacity within the Ministry and gave the SABE team the opportunity develop the testing program in accordance with the Ministry's evolving testing policies. The Ministry's acceptance of testing as part of its educational reform policy can be seen in its efforts to expand testing beyond basic education. In the fall of 1997, the Ministry successfully administered achievement tests to all students in their final year of high school as a prerequisite for graduation.

### *c Component II*

#### **Implementation of decentralization redefines the role of supervisors within the education administration system**

Despite early assistance from the SABE Project in writing a supervision manual, the Ministry of Education has been unable to fully define the role of supervisor within its ever-evolving system of education administration. The introduction of decentralization to the departmental level in 1996 served to reshuffle supervisors and led to the creation of the new Departmental Supervisor position. While decentralization has, in general, strengthened the role of supervisors by bringing them closer to their client population, supervisors still lack a clear scope of work. At certain moments, the supervisor is seen primarily as a collector of administrative data. At other time, he/she is depicted as a "pedagogical facilitator" who should be one of the main role models for excellence in teaching.

Ideally, the supervisory staff should be able to perform both administrative and technical tasks. And, in fact, most supervisors have received extensive technical training by attending the myriad of teacher training workshops offered by the SABE Project. Now that decentralization has been in place for almost three years, it is recommended that the SABE Project help the Ministry to reassess the role of supervisors at the district and departmental levels within the context of departmental decentralization.

#### **Decentralization can be successfully implemented and embraced by Ministry administrators, teachers, and local community members in a relatively short time period if it is introduced systematically and builds on pre-existing structures.**

The central Ministry's success in rapidly decentralizing administrative and managerial functions to the departmental level is owed to the fact that the decentralization plan created by the SABE Project built on prior Ministry decentralization efforts. Specifically, the plan called for the utilization of experienced regional administrators to staff the new departmental offices. When the Ministry decided to implement full scale decentralization in 1996, these personnel already had approximately ten years' experience administering financial, personnel, training, and logistical activities in the Ministry's three regional and three sub-regional offices. Consequently, it was relatively easy for them to transfer their skills to a lower level of decentralization. Thanks to careful planning and the use of targeted individuals for implementation, feedback to date remains very positive about both the structural and functional aspects of the 14 departmental offices.



**Many financial decisions, and the management of financial resources, can safely be entrusted to local school communities**

The SABE Project FED and FEE pilot programs along with their national offshoot, the network of school committees known as Consejos Directivos Escolares (CDEs), have successfully demonstrated the ability of local school committees to manage their own funds. Based on initial audits of selected schools, it appears that occurrences of corruption, theft, and malfeasance have been absolutely minimal. In addition, the choices made by local schools about ways to use their funds generally followed the norms and guidelines prepared by the Ministry. In fact, local CDEs, which are comprised of the school principal, teachers, parents, and students, frequently elaborated very creative and innovative mechanisms for assuring that funds assigned to their schools were utilized effectively and efficiently.

In addition to involvement in financial decision-making and management activities, CDEs have also demonstrated the ability to make informed decisions about both curricular and administrative aspects of their individual schools. For example, CDEs have frequently used their funds to help pay the costs of contracting special teachers or librarians. Also, new library books, dictionaries, and educational materials have been purchased to enhance the quality of education at the classroom level. Infrastructurally, schools have chosen to refurbish classrooms by replacing worn out roofs and by building walls to safeguard children in the recreational areas of their school grounds.

The Ministry's decision to offer these block grants to individual schools has assisted in reducing the schools' constant dependence on the central Ministry to provide all goods and services. This change has reduced response time, promoted a sense of self-reliance, and has helped to ensure that funds are being spent on items that are actually needed by the school.

## **Attachment A**

SABE Project International Consultants

## SABE Project International Consultants 1991-1998

02-Sep-98

Name	Topic	Comp	Comp Subgroup	Start Date	End Date	Days Worked
Aliaga Estrada, Jose	Design an evaluation system for the teacher training distance education program	I	Distance Training	7/24/1995	7/28/1995	5
Anderson, Morris	Motorpool Specialist	II	Motorpool	10/13/1993	11/9/1993	20
Aragon, John	Interim COP	III	Management	4/22/1992	8/15/1992	69
Arango, Marta	Development of testing program for ECE, assist in the development of teachers' guides for 4 and 5 year old K, assist with decentralization of curriculum	I	Early Childhood Education	2/1/1993	2/15/1993	13
Arango, Marta	Early Childhood Education and Comm Relations/Field Based Curriculum Evaluation	I	Early Childhood Education	3/23/1992	4/3/1992	10
Arango, Marta	Curriculum Design for 6 yr old Kindergarten and Decentralization Efforts	I	Curriculum Development	8/17/1992	9/11/1992	22
Arango, Marta	1st and 2nd grade language and math test evaluation	I	Curriculum Development	11/9/1992	11/20/1992	11

<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Aravena, Jose	Design and Develop mini-workshops in the "Centrales Pedagogicas", plan workshops and dev materials for 1994 school year, follow-up with past wkshps	I	Educational Materials Dev	11/22/1993	12/3/1993	10
Aravena Jose	Develop low-cost ed mat workshop for DICAP, Plan and develop materials w/ MOE technicians	I	Educational Materials Dev	11/3/1993	11/19/1993	15
Aravena, Jose	Provide MOE TA on the desgin, elaboration, production, validation, and application of low-cost ed mats , provide 1 ntl and 3 regional workshops	I	Educational Materials Dev	8/23/1993	10/15/1993	40
Aravena, Jose	Support training of teachers of K and 4th grade, plan and strengthen pedagogical centers, train personnel in ed mats	I	Educational Materials Dev	1/24/1994	4/15/1994	60
Aravena, Jose	Assist MOE technicians in the selection of low-cost ed mats , conduct ntl & regional workshops to train technicians in the use of low-cost ed mats	I	Educational Materials Dev	2/18/1993	3/9/1993	16
Arrieta, Jose	Advise a team of math specialists in the design of math curriculum for basic education	I	Educational Materials Dev	7/11/1994	7/22/1994	10

<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Arrieta, Jose	Mathematics Curriculum Specialist	I	Curriculum Development	2/4/1996	2/18/1996	15
Atucha, Luis	Design social marketing strategy for the SABE Project	II	Social Marketing	4/21/1992	5/29/1992	29
Avila, Rosa	Create a test administration manual for the application of K-2 tests in the areas of cognitive learning, language, and math Present finished cognitive, language and math tests for 1st and 2nd grade	I	Testing/Evaluation	3/15/1993	3/20/1993	6
Avila Rosa	Test Administration	I	Testing/Evaluation	2/8/1993	2/20/1993	12
Avila, Rosa	Test Administration	I	Testing/Evaluation	1/12/1993	1/27/1993	12
Avila, Rosa	Assist the MOE evaluation team to complete baseline language testing for K-2nd grade	I	Testing/Evaluation	11/12/1992	11/25/1992	11
Bastidas, Pedro	Analysis and validation of the existing design for educational space for preschool and basic education	II	Educational Space Analysis	8/10/1993	9/14/1993	26
Campos, Teresa	Review and report on the impact of the SABE Project with regards to El Salvador's education reform process	I	SABE Project Activities R	10/1/1997	12/12/1997	53

Name	Topic	Comp	Comp Subgroup	Start Date	End Date	Days Worked
Diaz de Jesus, Altagracia	Prepare report summarizing the experience of the pilot IRI program and plan seminar for presentation of report	I	IRI	8/29/1992	9/26/1992	24
Diaz de Jesus Altagracia	Train MOE designated IRI coordinator and assist in the organization of the IRI Pilot Program	I	IRI	2/3/1992	3/14/1992	36
Diaz de Jesus, Altagracia	Revise exitsitng IRI program for 1st, 2nd, 3rd grades, wirte guide books, produce radio math programs, coordinate work of Salvadoran IRI specialists	I	IRI	12/5/1994	12/15/1994	10
Diaz de Jesus Altagracia	Develop IRI Pilot Program based on RLAP Ecuador Program	I	IRI	11/25/1991	12/4/1991	9
Diaz de Jesus Altagracia	Follow-up to the production of the 1st grade IRI math series, advise in design of study guides, analize and redesign validation reports, train MOE	I	IRI	6/26/1995	7/25/1995	22
Diaz de Jesus, Altagracia	Revise exitsitng IRI program for 1st, 2nd, 3rd grades, wirte guide books, produce radio math programs, coordinate work of Salvadoran IRI specialists	I	IRI	1/9/1995	4/14/1995	70
Diaz de Jesus, Altagracia	Create distance learning modules for teachers in the use of IRI	I	IRI	4/9/1996	5/20/1996	30

Name	Topic	Comp	Comp Subgroup	Start Date	End Date	Days Worked
Diaz de Jesus, Altagracia	Advise in the redesign of the 1st grade math series and design the 2nd grade math series, "El Maravilloso Mundo de Los Numeros"	I	IRI	10/23/1995	12/1/1995	30
Esquivel, Juan Manuel	Provide in-service training to MOE evaluation and testing team	I	Testing/Evaluation	11/25/1991	12/14/1991	18
Estrada Rosita	Evaluate materials of Educación en Población Program	I	Curriculum Development	1/19/1998	2/13/1998	20
Farrar, Ann	Assist the Testing Advisor in the development of a project monitoring and evaluation plan	I	Testing/Evaluation	1/31/1992	3/20/1992	20
Gamero Gloria	Evaluate revised teacher guides for IRI math series follow-up with math series formative evaluation collaborate with DIEGE in test analysis	I	IRI	6/26/1995	7/8/1995	12
Gamero Gloria	Evaluate learning outcomes of 1st and 2nd grade IRI math program	I	IRI	7/19/1993	7/30/1993	11
Gamero, Gloria	Assist in the design of formative and summative evaluations for the 1st and 2nd grade IRI series	I	IRI	3/18/1996	3/29/1996	10
Gamero, Gloria	Interactive Radio Instruction Evaluation	I	IRI	8/14/1995	8/26/1995	12

<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Gamero, Gloria	Carry out first stage of formative evaluation of MOE IRI radio math progra,	I	IRI	5/2/1995	5/19/1995	14
Gamero, Gloria	Assist in the design of formative and summative evaluations for the 1st and 2nd grade IRI series	I	IRI	5/6/1996	5/17/1996	10
Gamero, Gloria	Training of IRI technicians in the application of summative evaluation	I	IRI	11/13/1995	11/25/1995	12
Gamero, Gloria	Train MOE IRI Personnel in program evaluation techniques	I	IRI	3/20/1995	4/7/1995	15
Gamero, Gloria	Assist DIEGE Unit in the Summative Evaluation of the the IRI math series ' El Maravilloso Mundo de los Numeros "	I	IRI	9/18/1995	9/23/1995	6
Garcia, Lexy	Assist with bookmobile project	I	Educational Materials Dev	6/15/1998	6/26/1998	8
Giannetto, Jorge	Study of Salvadoran Publishing/Printing firms	II	Publishing	3/23/1992	2/27/1992	5
Grant, Sidney	Conduct a needs assessment of the UACE unit of the MOE	I	Testing/Evaluation	9/26/1994	11/7/1995	13
Guzman, Zoila	Procurement Specialist	III	Procurement	11/1/1993	7/31/1994	149
Hederich, Christian	Analysis of test results and the production of reports	I	Testing/Evaluation	1/14/1993	1/29/1993	12



<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Hederich, Christian	Assist the MOE evaluation team to complete 1st and 2nd grade mathematics tests	I	Testing/Evaluation	11/11/1992	11/25/1992	11
Herdoiza, Magdalena	Advise in the revision of the National Curriculum Model (Phase II)	I	Curriculum Development	7/1/1996	11/29/1996	78
Herdoiza Magdalena	Advise in the revision of the National Curriculum Model (Phase I)	I	Curriculum Development	6/6/1996	6/19/1996	12
Hoffman Michael	Staff Development Trainer	II	MOE Staff Development T	12/11/1994	12/15/1994	4 5
Hoffman, Michael	Decentralization Workshop	II	MOE Staff Development T	2/3/1993	2/7/1993	5
Jaramillo, Cesar	Design and implement a formative training program in the area of supervision	II	Supervision	7/6/1993	10/5/1993	66
Kane, Michael	Provide leadership and communication training to DICAP staff	I	Training	8/16/1993	8/31/1993	15
Keller, Vivian	Set up CAPS/SABE Project	I	CAPS	8/8/1993	8/31/1993	17
Lane, Warren	Interim Business Manager	III	Project Management	6/12/1994	8/24/1994	47
Lane, Warren	Interim Business Manager	III	Project Management	9/20/1991	12/18/1991	63
Lane, Warren	Vehicle Management Review/Manual Development	II	Project Management	10/12/1992	11/6/1992	20
Lemke Donald	Curriculum Development	I	Curriculum Development	6/20/1994	7/29/1994	35

<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Loaiza Mora, Hilda Ligia	Develop special education curriculum and train special education teachers/technicians	I	Curriculum Development	11/10/1997	12/10/1997	23
Loaiza Mora Hilda Ligia	Assist the MOE in the development of 9 manuals outlining Dept of Spec Ed svcs, Devt of guides for spec ed curriculum changes	I	Curriculum Development	5/5/1997	6/30/1997	20
Locke, Walter	Evaluation and needs assessment of MOE audiovisual department	I	Educational Television	3/23/1992	4/27/1992	10
Loera, Armando	Baseline Data Consulting	I	Baseline Data	2/15/1993	2/27/1993	10
Loera, Armando	Baseline Data Consulting	I	Baseline Data	3/2/1993	3/5/1993	4
Loera Armando	Baseline Data Consulting	I	Baseline Data	1/11/1993	1/27/1993	10
Martinez, Roberto	Testing and Measurement	I	Testing/Evaluation	10/14/1991	10/18/1991	5
Mesa, Rebecca	Review existing MOE commodity procurement procedures and identify areas in which procedural adjustments need to be made0	I	Procurement	4/28/1992	6/19/1992	20
Mesa, Rebecca	Comp IV coordination consultant	IV	Procurement	9/10/1992	10/2/1992	17
Mesa, Rebecca	Assit with vehicle procurement	II	Procurement	7/13/1992	7/21/1992	7

<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Mesa, Rebecca	Develop the IFB for MOE copier and duplicator procurement and procure services of a freight forwarder	II	Procurement	6/24/1992	8/25/1992	15
Miguez, Hugo	Assistance to FUNDASALVA in their epidemiological survey of drug and alcohol abuse in the exconflictive zones	IV	FUNDASALVA	2/26/1996	3/8/1996	10
Miguez, Hugo	Assistance to FUNDASALVA in their epidemiological survey of drug and alcohol abuse in the exconflictive zones	IV	FUNDASALVA	4/22/1996	5/3/1996	10
Mora Carlos	School Mapping	II	School Mapping	4/6/1992	7/3/1992	65
Munoz Adriana	Give technical assistance to Congreso Nacional de Eucación Parvularia	I	Curriculum Development	6/30/1998	7/9/1998	10
Navarro, Hernan	Developed Observation Instruments for Performance Appraisal of Personnel of Education Supervision and School Directors	II	Supervision	6/21/1993	8/6/1993	30
Nimnicht, Glen	Test Development and Management	I	Testing/Evaluation	10/19/1992	11/20/1992	26
Nimnicht, Glen	Evaluation and validation of K and 1st grade curriculum	I	Testing/Evaluation	3/23/1992	4/3/1992	10

<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Nimnicht, Glen	Coordinate the final development of various tests to be applied on a validation scale for 1st and 2nd grades	I	Testing/Evaluation	2/1/1993	2/26/1993	22
Parra Garces, Luis Angel	Improvement of COMCEDEs	I	Curriculum Development	3/13/1995	5/5/1995	47
Picado, Marta	Tests and Measurement Consultant	I	Testing/Evaluation	3/1/1992	4/30/1992	42
Picado, Marta	Tests and Measurements Specialist	I	Testing/Evaluation	6/8/1992	7/4/1992	24
Piedra Santa, Irene	Developing Educational Supplement	I	Educational Supplement	3/22/1993	3/30/1993	5
Ponce Morales, Lourdes	Interactive Radio Instruction	I	IRI	11/22/1993	12/14/1993	20
Ponce Morales Lourdes	Interactive Radio Instruction	I	IRI	1/22/1994	2/27/1994	31
Quintana, Jorge	Estimation of economic factors and policies affecting the educational sector	III	Baseline Data	2/21/1994	4/1/1994	30
Quintana, Jorge	Education budget analyst for USAID sector assessment of education	II	MOE Budget Absorption	3/22/1993	6/25/1993	50
Quintana, Jorge	Estimation of Indices and Information for the USAID semester report and strategic objective #4	III	Baseline Data	11/1/1994	12/15/1994	39

Name	Topic	Comp	Comp Subgroup	Start Date	End Date	Days Worked
Ramirez Manuel	Development of School Administration Manuel	II	Educational Administratio	11/10/1993	12/22/1993	36
Ramirez, Mario	Develop and produce 30 songs	I	IRI	6/1/1998	8/21/1998	45
Ramirez, Mario	Review programs for 3rd grade math & train MINED script writers	I	IRI	1/12/1998	1/31/1998	19
Ramirez, Mario	Training IRI technicians in radio production techniques	I	IRI	12/4/1995	12/8/1995	5
Ramirez, Mario	Training IRI technicians in radio production techniques	I	IRI	4/8/1996	4/26/1996	15
Ramirez Mario	Assist the MOE with the development of the scope and sequencing chart for third grade IRI program	I	IRI	8/11/1997	8/22/1997	10
Ramirez, Mario	Training IRI technicians in radio production techniques	I	IRI	3/11/1996	3/22/1996	10
Ramirez, Mario	Training IRI technicians in radio production techniques	I	IRI	11/6/1995	11/10/1995	5
Ramirez, Mario	Develop and produce 15 children's songs for use in the IRI program	I	IRI	12/4/1996	2/14/1997	49
Ramirez, Mario	Training IRI technicians in radio production techniques, assisting with development of 3rd grade program	I	IRI	8/12/1996	8/16/1996	5

56

<b>Name</b>	<b>Topic</b>	<b>Comp</b>	<b>Comp Subgroup</b>	<b>Start Date</b>	<b>End Date</b>	<b>Days Worked</b>
Ramirez, Mario	Develop baseline data test for third graders participating in the IRI pilot program	I	IRI	12/8/1997	12/19/1997	10
San Giovanni, Raymond	SABE Project Management Analysis	III	Management	3/30/1992	5/18/1992	40
Ugalde, Carmen	Educational materials specialist in the development of educational supplement	I	Educational Supplement	1/6/1992	1/24/1992	17
Valdiviezo, Maria Elena	Design an evaluation system for the teacher training distance education program	I	Distance Training	7/17/1995	7/21/1995	5
Van Sant Frederick	Conduct an assessment of MOE evaluation unit review instruments to be used in 1st grade test evaluation, conduct workshop on teacher evaluation	I	Testing/Evaluation	9/22/1992	10/3/1992	14
Villalobos, Oscar	School library planning and training	I	School Library	12/15/1992	2/12/1993	35
Zuman, John	Develop testing subcontract proposal	I	Testing/Evaluation	8/30/1993	12/23/1993	21

57

## **Attachment B**

SABE Project Equipment Expenditures

## SABE Project Equipment Expenditures 1991 - 1998

### *Academy for Educational Development*

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Audiovisual Equipment	\$307 478
Bookmobile Program	\$233 663
Computers/Office Equipment	\$203 642
Didactic Materials	\$130 913
Duplicators/Xerox Copiers	\$163 871
EMDE Materials	\$173 921
Escuelas Saludables Materials	\$96 824
FEDs/FEEs	\$945 046
Freight Forwarding	\$544 765
IRI Equipment/Materials	\$872 981
ISPM Goods/Materials	\$50 584
Manuales de Evaluacion	\$62 300
MOE Publications	\$113 142
Radio Base Station	\$54 797
School Library Books/Equipment	\$1 083 732
School Supplies	\$1,996 384
Textbooks/Workbooks	\$2 689 137
Vehicles	\$80 994
Warehouse Equipment	\$129 541
<i>Subtotal</i>	<b>\$9,933,715</b>

### *Development Associates*

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Library Books	\$542 644
Textbooks/Workbooks	\$1 677 389
Vehicles/Spare Parts	\$829 160
<i>Subtotal</i>	<b>\$3 049 193</b>

<i>Grand Total</i>	<b>\$12 982 908</b>
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## **Attachment C**

SABE Project Pasantias

## **pasantia**

02-Sep-98

<b>Person</b>	<b>Purpose</b>	<b>Destination</b>	<b>Beg Trav</b>	<b>End Trav</b>
Ana Estela Moran	To observe all proceses involved in the planning design, and creation of radio math guides as well as their evaluation Also to observe the production of a radio math series and its history	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Ana Estella Moran	To attend Interactive Radio Instruction seminar hosted by LearnTech Project and Radio Netherlands	San Jose, Costa Rica	4/24/1994	5/7/1994
Ana Gladys de Cortez	To observe the many components and sub-components of the Dominican Republic's Ten Year Plan Topics included coverage, quality, technical and administrative decentralization, financial planning, management of external funds, and implementation	Santo Domingo, Dominican Rep	12/4/1994	12/9/1994
Ana Julia Martinez	To observe the planning of a radio math series and to observe the creation of monthly plans and lesson drafts	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Angel Antonio Azucar	Visit to Litografia Magno Graf to ensure their capacity if awarded the reprint of the K/1st grad workbooks	Puebla, Mexico	12/7/1995	12/9/1995

Person	Purpose	Destination	Beg Trav	End Trav
Bartolome Gil Cruz	To observe the many components and sub components of the Dominican Republic's Ten Year Plan Topics included coverage quality, technical and administrative decentralization, financial planning management of external funds, and implementation	Santo Domingo, Dominican Rep	12/4/1994	12/10/1994
Berta Yolanda Merlos	To observe the process of creating guides to an interactive math series	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Bessy de Castillo	To observe the process of administrative, financial and educational decentralization at the central level of Nicaragua's Ministry of Education	Managua, Nicaragua	9/25/1994	9/29/1994
Braulio Perez	To attend part of the CAPS/SABE participant training at Interface	Portland, Oregon	11/14/1994	11/18/1994
Carlos King	Attend a conference of Latin American education program evaluators	Caracas, Venezuela	9/27/1995	9/29/1995
Darlyn Meza	To observe the many components and sub-components of the Dominican Republic's Ten Year Plan Topics included coverage, quality, technical and administrative decentralization, financial planning, management of external funds, and implementation	Santo Domingo, Dominican Rep	12/4/1994	12/10/1994

<b>Person</b>	<b>Purpose</b>	<b>Destination</b>	<b>Beg Trav</b>	<b>End Trav</b>
Darlyn Meza	Visit testing centers in Chile and Argentina to review their structure and ability to use testing data for educational reform in curriculum, teacher training etc	Chile, Argentina	9/13/1997	9/20/1997
Dinorah de Cornejo	To observe the process of administrative, financial and educational decentralization at the central level of Nicaragua's Ministry of Education	Managua, Nicaragua	9/25/1994	9/30/1994
Doria Ines Mendoza	To attend latin american symposium on early childhood education	Santiago, Chile	9/18/1993	9/24/1993
Edith Sanchez de Monzon	To observe the process of formative evaluation and to observe the creation of monthly plans and lesson drafts	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Edmund Benner	To observe the many components and sub-components of the Dominican Republic's Ten Year Plan Topics included coverage, quality, technical and administrative decentralization, financial planning, management of external funds, and implementation	Santo Domingo, Dominican Rep	12/4/1994	12/10/1994

Person	Purpose	Destination	Beg Trav	End Trav
Edmundo Misael Salas	To observe the many components and sub-components of the Dominican Republic's Ten Year Plan Topics included coverage quality, technical and administrative decentralization, financial planning, management of external funds, and implementation	Santo Domingo, Dominican Rep	12/4/1994	12/10/1994
Eduardo Ortiz	To observe the many components and sub-components of the Dominican Republic's Ten Year Plan Topics included coverage, quality, technical and administrative decentralization, financial planning, management of external funds, and implementation	Santo Domingo, Dominican Rep	12/4/1994	12/10/1994
Federico Guadron	To supervise printing of first grade language and mathematics texts	Bogota, Colombia	12/5/1993	12/8/1993
Francisco Allwood	To supervise printing of second grade texts and approve final art for third grade texts printed by Libros y Libres	Bogota, Colombia	1/9/1994	1/14/1994
Francisco Allwood	To supervise printing and final art for first grade textbooks printed by Libros y Libres	Bogota, Colombia	11/18/1993	11/24/1993
Francisco Azahar	To attend IRI Conference	Tegucigalpa, Honduras	4/22/1992	4/26/1992

Person	Purpose	Destination	Beg Trav	End Trav
Guillermo Cortez Juarez	Attend a workshop to increase knowledge about statistics to be applied in evaluation and research of basic education programs	Panama City, Panama	9/23/1995	10/30/1995
Haydee Iglesias de Albanez	Participate in the 8th international meeting of mathematics education	Sevilla Spain	7/11/1996	7/22/1996
Hilda Dinorah Banos de Castro	To observe the process of creating guides to an interactive math series	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Isis Beatriz Soriano Pocasangre	Attend a workshop to increase knowledge about statistics to be applied in evaluation and research of basic education programs	Panama City, Panama	9/23/1995	10/30/1995
Jaime Perez	To attend part of the CAPS/SABE participant training at Interface	Portland, Oregon	11/6/1994	11/12/1994
Jose Alberto Rodriguez	Observe bookmobile programs in Venezuela and Colombia to ascertain whether they would be appropriate for implementation in El Salvador	Colombia, Venezuela	10/19/1997	10/25/1997
Jose Aragon Chacon	Air fare and M&I allowance to attend a three-month CIENES workshop entitled "The Fifth Interamerican Workshop on Applied Models" with regards to statistics	Santiago, Chile	5/9/1995	8/4/1995
Jose Roberto Estevez	To observe recording and post production techniques involved in creating a radio math sries	Tegucigalpa, Honduras	4/25/1995	4/29/1995

Person	Purpose	Destination	Beg Trav	End Trav
Jose Roberto Estevez	To attend Interactive Radio Instruction seminar hosted by LearnTech Project and Radio Netherlands	San Jose Costa Rica	4/24/1994	5/7/1994
Julia Martinez de Aguilar	Participate in the International Seminar on Evaluation and Standards	Fortaleza, Brazil	5/27/1996	5/29/1996
Julio Salamanca	Participation in the Second Latin American Symposium, entitled "The Importance of Attention to the Child Under Six Years of Age" Trip also allowed participants to obtain information concerning the characteristics of the Peruvian educational system (pre-K and primary education and teacher training)	Lima and Cuzco, Peru	11/27/1994	12/11/1994
Magdalena del Carmen Lucero F	Participate in the 8th international meeting of mathematics education	Sevilla, Spain	7/11/1996	7/22/1996
Maribel Santamaria	To observe the process of administrative, financial and educational decentralization at the central level of Nicaragua's Ministry of Education	Managua, Nicaragua	9/25/1994	9/29/1994

Person	Purpose	Destination	Beg Trav	End Trav
Maribel Santamaria	To observe the many components and sub-components of the Dominican Republic's Ten Year Plan Topics included coverage, quality, technical and administrative decentralization, financial planning management of external funds and implementation	Santo Domingo Dominican Rep	12/4/1994	12/10/1994
Marta Gladis de Palacios	Observe bookmobile programs in Venezuela and Colombia to ascertain whether they would be appropriate for implementation in El Salvador	Colombia, Venezuela		
Marta Olympia de Castillo	Receive award for the success of FUNPRES' Creative Responses to Conflict project in 155 schools in the exconflictive zones of El Salvador and attend CRC seminar	Pittsburgh, Pennsylvania	5/21/1997	5/25/1997
Martha de Castillo	To attend part of the CAPS/SABE participant training at Interface	Portland, Oregon	11/14/1994	11/18/1994
Martha Elizabeth de Bustamante	To attend latin american symposium on early childhood education	Santiago, Chile	9/18/1993	9/24/1993
Milagro Emely Pineda	To observe the process of creating guides to an interactive math series	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Mirım Hirezi	Visit to attend the USAID-Sponsored PERA Conference	Washington, DC	12/3/1995	12/7/1995



<b>Person</b>	<b>Purpose</b>	<b>Destination</b>	<b>Beg Trav</b>	<b>End Trav</b>
Mirna Jeanette Flores Contreras	To observe the creation of guides to interactive radio series	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Oscar Antonio Castillo	To observe the planning of a radio math series and to observe the creation of monthly plans and lesson drafts	Tegucigalpa, Honduras	4/25/1995	4/29/1995
Roberto Moran	To observe the many components and sub-components of the Dominican Republic's Ten Year Plan Topics included coverage, quality, technical and administrative decentralization, financial planning management of external funds, and implementation	Santo Domingo, Dominican Rep	12/4/1994	12/10/1994
Roberto Rodriguez	To supervise printing of second grade texts by Libros y Libres and to approve final art for third grade texts	Bogota, Colombia	1/9/1994	1/14/1994
Roberto Rodriguez	To supervise printing of first grade language and mathematics texts	Bogota, Colombia	12/5/1993	12/8/1993
Roberto Rodriguez	To supervise printing of first grade texts and approve final art for second grade texts printed by Libros y Libres	Bogota, Colombia	12/15/1993	12/19/1993
Roberto Rodriguez	To supervise printing and revise final art for first grade texts printed by Libros y Libres	Bogota, Colombia	11/18/1993	11/24/1993

<b>Person</b>	<b>Purpose</b>	<b>Destination</b>	<b>Beg Trav</b>	<b>End Trav</b>
Rudi Romero	To attend part of the CAPS/SABE participant training at Interface	Portland, Oregon	11/6/1994	11/12/1994
Sabinela Pietropaolo	Participation in the Second Latin American Symposium entitled "The Importance of Attention to the Child Under Six Years of Age" Trip also allowed participants to obtain information concerning the characteristics of the Peruvian educational system (pre-K and primary education and teacher training)	Lima and Cuzco, Peru	11/27/1994	12/11/1994
Sonia Portillo	Trip to INCRE to learn the processing and analysis of test data from the 3rd and 4th grade language and mathematics tests	Boston, Massachusetts	11/14/1994	11/23/1994
Ubilfredo Panameno	To attend part of the CAPS/SABE participant training at Interface	Portland, Oregon	11/6/1994	11/12/1994
Vilma E. Santamaria	Participate in the International Seminar on Evaluation and Standards	Fortaleza, Brazil	5/27/1996	5/29/1996
Vilma Perez	Trip to INCRE to learn the processing and analysis of test data from the 3rd and 4th grade language and mathematics tests	Boston, Massachusetts	11/14/1994	11/23/1994
Vilma Santamaria de Perez	Visit to INCRE to assist with the production of the Manuales de Evaluacion	Boston, Massachusetts		

Person	Purpose	Destination	Beg Trav	End Trav
Vilma Santamaria de Perez	Attend a conference of Latin American educational program evaluators	Caracas Venezuela	9/27/1995	9/29/1995